परियोजना चक्र प्रबन्धन

(Project Cycle Management)

संदर्भ पुस्तिका

बिपार्ड, पटना

12 – 14 जून, 2008

स्वागत लेख

स्फेयर इंडिया आपका परियोजना चक्र प्रबन्धन पर तीन दिवसीय प्रशिक्षण में स्वागत करता है। यह प्रशिक्षण बिपार्ड, पटना में 12 जून से 14 जून 2008 तक आयोजित हो रही है।

यह संदर्भ पुस्तिका आपको दिए गए **welcome pack** का हिस्सा है। इसमें आपको प्रशिक्षण सामग्री व प्रस्तुतिकरण के अलावा अन्य सहायक सामग्री मिलेगी। आशा है कि आप इस प्रशिक्षण व प्रशिक्षण सामग्री से अवश्य लाभान्वित होंगे।

नाम –

संस्था –

पता –

फोन नं0 –

विषय सूची

प्रशिक्षण की परिकल्पना

(CONCEPT OF TRAINING)

Training & Capacity Building Programme

Sphere India

स्फीयर प्रोजेक्ट का विचार, एक विश्वव्यापी इंटर एजेंसी के रूप मे शुरू हुई ताकि मानवतावादी कार्यों में जिम्मेदारी तथा गुणवत्ता को बढ़ाया जा सके। स्फीयर इंडिया, स्फीयर प्रोजेक्ट का राष्टीय स्तर का मागदर्शी कार्यक्रम है जिसमें कि अलग अलग 36 सदस्य संस्थाओं के बहुहितभागियों का सम्मिलन, इस दृष्टि के साथ कि आपदा प्रभावित समुदाय का विकास स्फीयर के ज्ञान, प्रकिया तथा वचनबद्धता की सहायता से किया जाय। स्फीयर इंडिया के आदेशपत्र में कहा गया है कि यह ऐसे क्षेत्रो में सहयोग के साथ कार्य करेगी, जहां सदस्य अकेले काम करके सार्थक प्रभाव नहीं दिखा सकते हैं। स्फीयर इंडिया के कार्य करने की प्रकिया इस प्रकार है–

- इंटर एजेंसी प्रकिया और समन्वयन
- प्रशिक्षण और क्षमता विकास
- वृहतस्तरीय नीति निर्माण तथा योजना
- सूचना और जानकारी प्रबंधन
- विशेष प्रोजेक्ट जो कि प्रबंधन कमेटी के द्वारा अनुमोदित हो।

स्फीयर इंडिया इंटर एजेंसी समन्वयन कार्यक्रम : स्फीयर इंडिया ने राज्य स्तरीय इंटर एजेंसी के पहल को बढावा दिया है और चरणबद्ध रूप से सलाहकारी बैठकें आयोजित किया है जो कि इंटर एजेंसी समन्वयन कार्यक्रम का हिस्सा है। इन बैठकों में, पूरे प्रदेश से कुछ समान आवश्यताएं निकलकर आयीं जिसमें कि –

- आपदा के समय में प्रत्युत्तर देने का समय को कम करना तथा
- जमीनीस्तर के संगठनों और सामुदायिक कार्यकर्ताओं में प्रोजेक्ट प्रबंधन कौशल का क्षमता विकास करना।

खराब लाजिसटिक तथा सप्लाई चेन प्रत्युत्तर कार्यक्रमों पर बुरा प्रभाव डालते हैं इसलिए उनके प्रबंधन में क्षमता वृद्धि आवश्यक है।

आपातकालीन तात्कालिक आवश्यकताएं : इंटर एजेंसी के साथ सलाहकारी बैठकों के बाद आपातकालीन तात्कालिक आवश्यकताएं निकल कर आयीं जो कि निम्न हैं।

- आपदा के समय में प्रत्युत्तर देने का समय को कम करना
- इस प्रकार ज्ञान और कौशल का विकास करना कि वे आपातकाल के दौरान बेहतर प्रोजेक्ट की योजना बना सकें तथा उसका प्रभावी ढ़ंग से प्रबंधन कर सकें।
- आपूर्ति चेन और वितरण के प्रभावी प्रबंधन के लिए संभार तंत्र को सहयोग देने वाले योजना तथा पुर्व स्थिति योजना का विकास करना

स्फीयर इंडिया का प्रशिक्षण तथा क्षमतावृद्धि कार्यक्रम (TCBP):

स्फेयर इंडिया ने इन तत्काल उभरती आवश्यकताओं को पूरा करने के लिए आसाम, उड़ीसा, बिहार, उत्तर प्रदेश और पश्चिम बंगाल में निम्न विषयों पर प्रशिक्षण कार्यक्रम करने के लिए प्रशिक्षण तथा क्षमतावृद्धि कार्यक्रम की योजना बनाया –

- आपातकालीन आवश्यकता आंकलन
- परियोजना चक्र प्रबंधन
- संभार तंत्र और आपूर्ति श्रंखला प्रबंधन

प्रशिक्षण तथा क्षमतावृद्धि कार्यक्रम के मुख्य उद्‌देश्य निम्न हैं।

- संबंधित इंटर एजेंसी में संस्थागत प्रशिक्षण तथा क्षमता वृद्धि सेल के द्वारा मार्गदर्शी राज्यों असम, बिहार, उडीसा, पश्चिम बंगाल और उत्तर प्रदेश में क्षमता विकास करना

- प्रत्येक इंटर एजेंसी में राज्य स्तरीय टेनर टीम को विकसित करना
- प्रत्येक राज्य में राज्य स्तरीय स्तर पर क्षमता वृद्धि क्रियाओं को विकेंद्रीकृत करना।
- चिन्हित तात्कालिक आवश्यकताओं के आधार पर प्रशिक्षण के लिए मैनुअल विकसित करना तथा इसे संबंधित राज्य इंटर एजेंसी के लिए संदर्भित करना।

तात्कालिक आवश्यकताओं पर प्रशिक्षण के अतिरिक्त, स्फेयर इंडिया का प्रशिक्षण तथा क्षमतावृद्धि कार्यक्रम, प्रशिक्षण आवश्यकता आंकलन करके आपदा चक्र की विभिन्न स्थितियों के लिए एक समझने योग्य प्रशिक्षण पाठ्यक्रम का फ्रेमवर्क विकसित करने की योजना बना रहा है। इसके साथ ही, टी0सी0बी0पी0 की उप समिति से विचार विमर्श के बाद इस पाठ्यक्रम के अन्तर्गत चिन्हित विषयों के लिए प्रशिक्षण माड्यूल विकसित किए जाएंगे।

प्रशिक्षण के प्रतिभागी :

यह प्रशिक्षण उन एन जी ओं, आई एन जी ओं, तथा प्रोफेशनल के लिए है जिनका आपातकाल में प्रत्युत्तर देने का कुछ अनुभव है। वे इंटर एजेंसी के आपदा राहत टीम में कार्य करने के लिए प्रतिबद्ध हैं और वे आपदा राहत के कार्य में शामिल होकर एक आजीविका की संभावना भी देखते हैं।

प्रशिक्षक :

स्फीयर इंडिया प्रशिक्षण सूची तथा डेवलपमेन्ट क्षेत्रों से अनुभवी प्रशिक्षक इस प्रशिक्षण को देंगें तथा राज्य स्तरीय इंटर एजेंसी के मास्टर प्रशिक्षकों द्वारा उन्हें सहयोग दिया जायेगा।

प्रशिक्षण के उद्देश्य :

योजनाबद्ध प्रशिक्षण के लिए प्रशिक्षण के उददेश्य निम्न है।

आपातकाल में आवश्यकता आंकलन **(NAE)**

प्रशिक्षण के अंत में प्रतिभागी इस योग्य हो सकेगें कि –

- परियोजना चक्र के विभिन्न स्थितियों को समझ सकें तथा राहत और प्रत्युत्तर कार्यक्रमों में आवश्यकता आकलन के प्रभाव की व्याख्या कर सकें।
- प्रत्युत्तर क्रियाओं के विभिन्न स्थितियों में आकलन के विभिन्न तरीकों में अंतर कर सकें
- आकलन के लिए विभिन्न यंत्रों तथा विधियों के प्रयोग को प्रदर्शित कर सकेंगें
- आकलन के आधार पर आवश्यक सूचनाओं को संश्लेषित व विश्लेषित कर सकेंगें तथा प्रभावित समुदाय के लिए होने वाले हस्तक्षेप का प्राथतिकीकरण कर सकेंगे
- बच्चों तथा दूसरे नाजुक समूहों के विशेष आवश्यकताओं को वर्गीकृत कर सकेंगें
- चिन्हित आवश्यकताओं के आधार पर परियोजना के योजना के लिए दिशानिर्देश को विकसित कर सकें

प्रशिक्षण के अंत में राज्य इंटर एजेंसी इस योग्य हो सकेगी कि –

- आवश्यकता आंकलन के लिए 3 – 4 टीम का गठन हो सकेगा तथा प्रत्येक टीम एक नाजुक जिला या क्लस्टर के लिए समर्पित होंगी
- प्रशिक्षु प्रशिक्षकों की क्षमता वृद्धि होगी और राज्य स्तरीय इंटर एजेंसी प्रशिक्षण व क्षमता वृद्धि सेल विकसित होंगे
- चिन्हित तात्कालिक आवश्यकताओं के आधार पर प्रशिक्षण के लिए मैनुअल विकसित करना तथा इसे संबंधित राज्य इंटर एजेंसी के लिए संदर्भित करना।

परियोजना चक्र प्रबंधन :

प्रशिक्षण के अंत में प्रतिभागी इस योग्य हो सकेगें कि –

- प्रकोप और नाजुकता के संदर्भ में अपने राज्य को चित्रित कर सकेगें
- परियोजना चक्र के सारभूत तत्वों, तार्किक रूपरेखा तथा उनके आपसी अंर्तसंबंधों और विभिन्न चरणों को सूची बद्ध कर सकेंगें
- आकलन के आधार पर आवश्यक सूचनाओं को संश्लेषित व विश्लेषित कर सकेंगें तथा प्रभावित समुदाय के लिए होने वाले हस्तक्षेप का प्राथमिकीकरण कर सकेंगे
- बच्चों तथा दूसरे नाजुक समूहों के विशेष आवश्यकताओं को वर्गीकृत कर सकेंगें
- चिन्हित आवश्यकताओं के आधार पर योजनाबद्ध परियोजना के लिए विभिन्न विश्लेष्णों को विकसित कर सकेंगे
- परियोजना के योजना निर्माण में सहयोग देने वाले विभिन्न प्रकार के यंत्रों का प्रदर्शन कर सकेंगे
- अनुश्रवण और मूल्यांकन के लिए विभिन्न यंत्रो के प्रयोग का प्रदर्शन कर सकेंगे तथा परियोजना में समायोजित कर सकेंगे
- प्रभावी परियोजना प्रस्ताव लिख सकेंगें
- संतुलित समय, संतुलित मुल्य, संतुलित गुणवत्ता के प्रभाव जो कि परियोजना प्रबंधन के तीन बेंचमार्क है, के बारे में समझ विकसित कर सकेंगें
- परियोजना प्रबंधन के लिए समय प्रबंधन, मुल्य तथा गुणवत्ता विश्लेष्ण के विभिन्न यंत्रों का प्रयोग कर सकेंगें
- परियोजना प्रबंधन के लिए मानवीय तथा आर्थिक संसाधनों के योजनाबद्ध यंत्रो का प्रयोग कर सकेंगें

प्रशिक्षण के अंत में राज्य इंटर एजेंसी इस योग्य हो सकेगी कि –

- प्रशिक्षु प्रशिक्षकों की क्षमता वृद्धि होगी और राज्य स्तरीय इंटर एजेंसी प्रशिक्षण व क्षमता वृद्धि सेल विकसित होंगे
- आपातकाल में परियोजना चक्र प्रबंधन के लिए विशेषीकृत राज्य संदर्भित प्रशिक्षण मैनुअल विकसित कर सकेगी ।

संभार तंत्र और आपूर्ति श्रंखला प्रबंधन

प्रशिक्षण के समाप्ति पर प्रतिभागी इस योग्य हो सकेगें कि –

- संभार तंत्र क्या है तथा योजनाबद्ध संभार तंत्र के क्या प्रभाव हैं इसकी व्याख्या कर सकेंगे।
- संभार और संभार तंत्र के सिधांतों को समझ सकेंगे।
- आपातकालीन संचालन में सम्भार मानको को चिन्हित कर सकेंगे।
- योजनाबद्ध परियोजनाओं और योजनाओं के लिए सम्भार तंत्र के तत्वों की व्याख्या कर सकेंगे।
- कार्यक्षेत्र और परियोजनाओं में आवश्यकताओं के आधार पर संभार तंत्र आंकलन कर सकेंगे

प्रबन्ध – सम्भार तंत्र का प्रबंध

- जरुरतों के आधार पर समय, स्थान, प्राथमिकता औश्र गुणवत्ता के स्तर को ध्यान में रखते हुए मैट्रिक्स विकसित करना।
- स्थानिय प्रबंधों के साथ विक्रेता का डेटाबेस विकसित करना तथा राज्य से बाहर उन प्रबंधो के श्रोतों का चिन्हित कर सकेंगे।
- प्रबंधकीय प्रक्रिया के मुख्य घटकों को समझ सकेंगे।

गोदाम –

- गोदाम प्रबंधन के मुख्य बिन्दु बता सकें
- अच्छे संग्रहण और गोदाम केंद्र के लक्षण बता सकें
- राज्य में आपदा व नाजुकता के संदर्भ में अच्छे संग्रहण और गोदाम केंद्र के स्थान चिन्हित कर सकें

आपूर्ति और यातायात –

- विभिन्न यातायात विकल्पों की समझ विकसित कर सकें, यातायात आवश्यकताओं और यातायात से संबंधित अभिलेख की समझ
- राज्य में आपदा व नाजुकता के संदर्भ में यातायात विकल्प और नोडल बिन्दु चिन्हित कर सकें

वितरण –

एक कार्ययोग्य वितरण तन्त्र स्थापित करने में सक्षम हों

कारवां प्रबन्धन (Fleet Management) –

कारवां प्रबन्धन के सिद्धान्त, प्रबन्धन, रखरखाव, और नियन्त्रण तन्त्र की समझ विकसित कर सकें

प्रशिक्षण के अंत में राज्य इंटर एजेंसी इस योग्य हो सकेगी कि –

- प्रशिक्षु प्रशिक्षकों की क्षमता वृद्धि होगी और राज्य स्तरीय इंटर एजेंसी प्रशिक्षण व क्षमता वृद्धि सेल विकसित होंगे
- संभार तंत्र और आपूर्ति श्रंखला प्रबंधन के लिए विशेषीकृत राज्य संदर्भित प्रशिक्षण मैनुअल विकसित कर सकेगी ।

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सत्र – 1

परियोजना चक्र प्रबन्धन के शब्द व सिद्धान्त

(Concepts and Terms in Project Cycle Management)

What is Project Cycle Management?

Project cycle management (PCM) is the term given to the process of planning and managing projects, programmes and organisations. It is used widely in the business sector and is increasingly being used by development organisations. Development projects sometimes fail because they are badly planned and do not take account of some important factors, particularly the needs and views of stakeholders. PCM is based around a project cycle, which ensures that all aspects of projects are considered. A central value of the PCM method is that aspects of the project are reconsidered throughout the project cycle to ensure that any changes which have occurred are included in the project design. As a result, projects are more likely to be successful and sustainable.

PCM involves a set of planning tools which feed into the logical framework (commonly known as a log frame). The log frame is a table which gives a summary of the project plans. Some donors now expect log frames to be submitted alongside project proposals. Log frames can seem quite complex to many people. This means that some organisations find they are unable to access donor funding. This book explains the process of completing log frames in a simple way in order to increase the ability of organisations to access such funding. However, organisations may want to start to use the log frame for all their projects, whether they are applying for donor funding or not. This is because the process of completing the log frame is in many ways more useful than the end product. The process is important for project success, sustainability and organisational learning.

Throughout the book we talk about using project cycle management for projects because this is probably the main way in which PCM will be used. However, all of the tools can be used just as effectively for planning programmes and managing and developing organisations.

What is a project?

- Organized process
- Involves - Cash, labour, technology, methodology
- Defined period of time (time of initiation and end)
- Gives unique output / result
- Has well defined development goal (impact/effect)

What is a non project work?

- Regular / routine process
- Continues (it does not come to an end)
- Also known as operational activity

Difference between programme & project

- Set of interlinked projects
- It has a larger theme
- Eg. Program for livelihood
    - Cash for work

- Food for work
- Seeds subsidy etc.

Sub project

- A project may have different sub-projects
- Each have characteristics of a project
- They can be further broken down into sub-projects

सत्र – 2

आपात स्थिति में परियोजना चक्र और तर्क आधारित यन्त्रों का परिचय

(Project Cycle in Emergencies & Introduction to Logic Based Tools)

The Project Cycle

The process of planning and managing projects can be drawn as a cycle. Each phase of the project leads to the next.

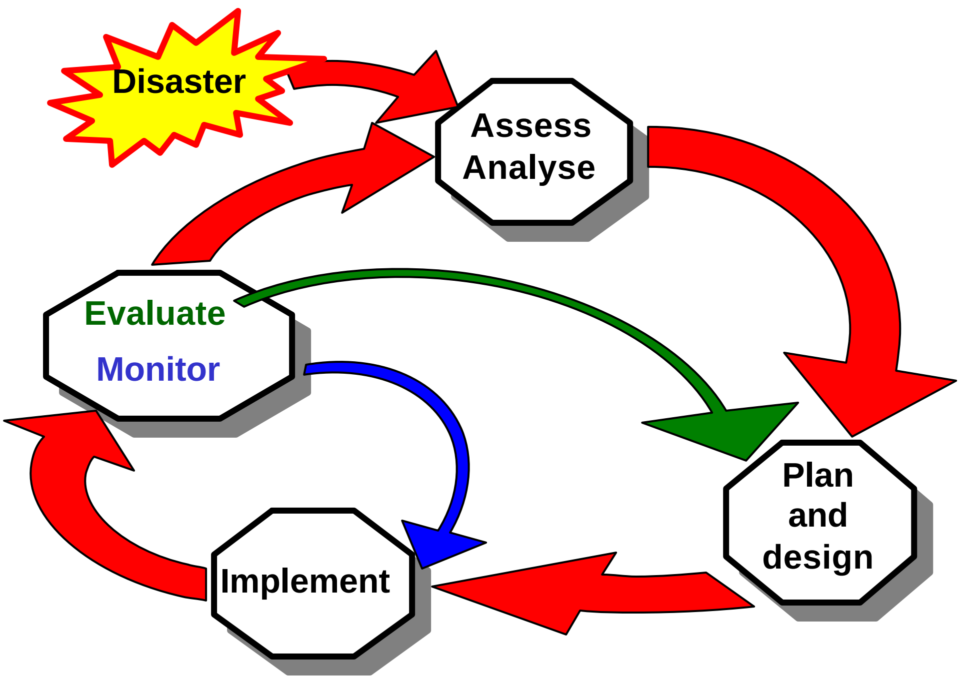
IDENTIFICATION To identify what a project will focus on, we need to find out who should benefit and what their needs are. A 'needs assessment' will give an overview of community problems. A 'capacity assessment' will help identify which problem the project should address.

DESIGN Once it is decided to go ahead with the project, we can start to think about the detail. This involves carrying out further research into the people affected by a problem and how they are affected by it. We also need to consider the risks to the project and how we will measure the project's performance.

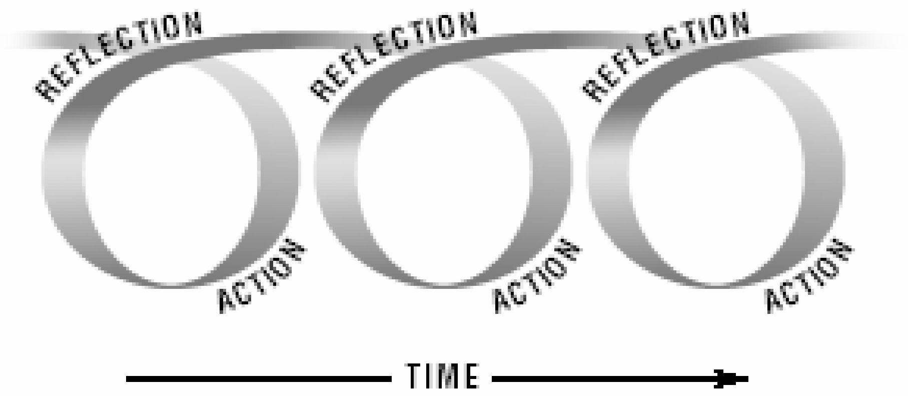
IMPLEMENTATION During the implementation of the project it is important to monitor and review the progress of the project and any outside changes that affect it. The project plans should be adjusted where necessary.

EVALUATION Evaluation should be carried out at or after project completion. Evaluation could be carried out a few months or years after the project has finished in order to assess its long-term impact and sustainability.

LESSON LEARNING While the project cycle is a useful way of outlining the stages of a project, it has one drawback: it makes it look as though one tool follows another. In fact, many of the planning tools can be used at any stage of the project. They should be repeated throughout the project's life to ensure that any changes that might affect project success are accounted for. Findings should also be used for organisational learning and to improve other projects.

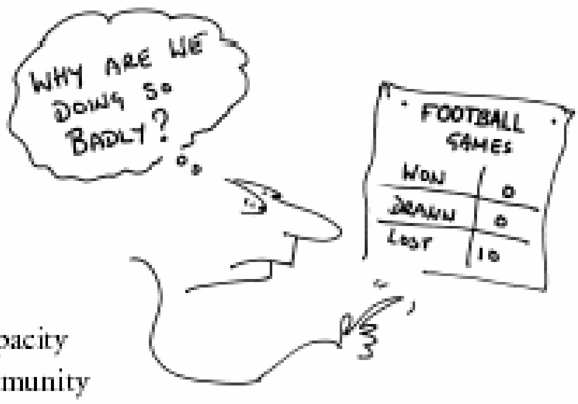


Project planning should be seen as an ongoing process, which involves learning by reflecting and acting.



It is important to take time to stand back, think, rethink, learn from others and from God.

The first step in the project cycle is to identify an issue that a project could address. This usually involves a 'needs assessment' which finds out what community needs are and whom they affect. Only when we know what people really want can we develop an effective project.



The needs assessment is followed by a 'capacity assessment' to see what strengths the community has which it can use to address its problems. The project should seek to strengthen any weaknesses. Some people prefer to use 'appreciative enquiry' instead of needs assessment and capacity assessment. This, in effect, starts with a capacity assessment by asking community members to identify the resources they have and then asks them how they want to use them in the future. The tools on the following pages can be used or adapted to help community members identify their vision. The project can then aim to help the community achieve part of its vision.

Needs Assessment

We might already have a good idea of local needs. They might be quite obvious, or we might have become aware of them during a past project. On the other hand, we might have no idea what a community's needs are. It is important to carry out a needs assessment before planning development work, whether we think we know what the needs are or not.

- The project should come out of what people say they want and not from assumptions that we make.
- Sometimes the needs are not immediately clear or cannot be easily understood.
- By talking to different people, we will be able to understand how problems affect people differently. For example, poor access to clean water may affect women more than men because women have to walk a long way to fetch water.
- Circumstances change:
  - There may be new people in the community.
  - There may be new needs.
  - Old needs might have been addressed.
  - Problems might be affecting people differently.
- Needs assessment gives people an opportunity to prioritise their needs, which leads to a more sustainable development project.

The time spent carrying out a needs assessment may vary according to the contact we have had with a community in the past. In general, needs assessment is done fairly quickly. At this stage, we are trying to gain an impression of needs and who the project beneficiaries might be. We are not looking for too much detail. Further research into stakeholders and causes and effects of the problem is carried out during the design phase of the project cycle.

Try to talk to a variety of people, such as key community members or representatives of community groups. Or use methods that can draw out the views of many people in a short space of time, such as community mapping. We do not want to be raising expectations or wasting people's time. Make sure that the people we talk to include women, men, girls, boys, the elderly, people with disabilities etc.

There are many tools that enable communities to identify their needs. A few tools are outlined below as examples of some of the options available. These tools can be adapted for the capacity assessment.

Asking Questions

The kind of questions we ask makes a difference to the information we can gather. Asking the wrong kind of questions will limit the information discovered. The important thing is to avoid closed questions where people can answer only yes or no. For example, 'Isn't the new health post wonderful?' Try to use open-ended questions which allow the person replying to give more information. For example, 'What do you think of the new health post?'

Listen carefully, and explore people's answers. It is useful to have some key questions in front of us, but be careful not to miss the answers because we are preparing the next question. Be flexible and be ready to ask unprepared questions if someone says something interesting. To explore people's answers, questions normally begin with one of the six 'helping words': What? When? Where? Who? Why? How?

Listening

By listening for the issues about which people have the strongest feelings, it is possible to identify the issues that they most want addressed and projects which they are most likely to participate in. A team of people (development workers or village members) ask a community or group questions to find out what people are worried, sad, happy, fearful, hopeful or angry about. The questions should be open-ended. It is important to have a clear idea about what we are looking for so we can make sense of the answers.

Interviewing

This tool helps us to gain greater understanding of the issues. It involves talking to key people in the community in order to discuss their knowledge, experience and understanding of the issues. These people might already be involved in community development activities, they might be people that the community turn to in times of crisis or those who are seen as the heart of the community. Key people include health workers, traders, religious leaders village chiefs, pastors and teachers. When choosing people to interview, make sure their views and opinions are likely to represent those of others in the community. Take care not only to interview the powerful, but also to interview those whose views are not usually heard.

Use open-ended questions such as:

- What are the main problems you face in your area of work?
- What are the main pressures that people in the community face?
- What simple things could be done to improve the situation?

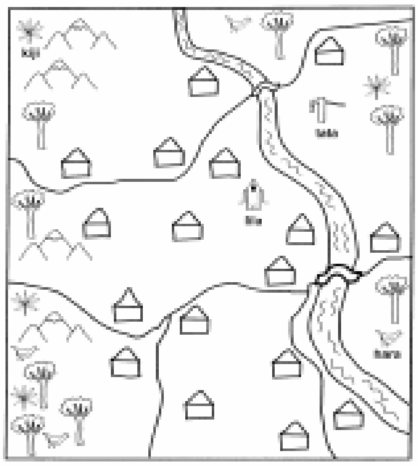
Focus groups

This tool is used with a group of 10–20 people. It helps them to understand and voice some of the problems they face and the needs they have. A focus group enables people with different views to discuss their differences, challenge assumptions and come to a collective understanding of the needs of the community. By exploring issues together from the start, communities start to own the development intervention.

Questions to stimulate discussion could include the following:

- What are the main pressures that people in the community are facing?
- What simple things could be done to improve the situation?
- If you could change one thing in this community, what would it be? Why?

Community mapping



This tool involves community members drawing a map of their community to tell their story together. They draw either on paper or outside on the ground, using whatever resources are available. They are given little guidance of what to include. The important point of the exercise is to discuss what people have drawn. The map might show the natural and physical resources in the area – forests, rivers, roads, houses, wells. It might show important people and organisations.

Once the map has been drawn, encourage discussion by asking questions such as:

- How did you decide what to include? What was excluded?
- What was emphasised? Which are the most important parts?
- What was difficult to represent?
- What were the areas of disagreement?
- What can we learn from the map about the needs of the community?

To gain greater understanding of the issues facing different groups within the community, the groups should work separately. A map by young people may show very different information from that of older women.

Questions for discussion could include:

- What differences are there between the maps?
- Why are there differences?
- How does the information from each map help to make a more complete picture of the community?

Once the needs have been identified, community members should be given the opportunity to say which needs they feel are a priority. Ask them to group their needs into general issues such as water, health, land and food. It does not necessarily matter how they are grouped, but it is important that people can see how their concerns have been included.

Once the needs have been grouped, community members can decide which of the issues should be given priority. Write all of the issues onto separate pieces of paper. Community members then place them in order in a line from the most important to the least important. Encourage them to discuss and negotiate with each other and to move the pieces of paper around until they all agree.

Alternatively, write or draw the needs on separate paper bags. Give each person six seeds, stones or beads to use as counters. Each person in turn is invited to put their counters in the relevant bags, according to their priorities. They should put three counters for their first priority, two for their second and one for their third priority. The counters in each bag are then counted and the results announced. The needs are ranked according to the results.

This tool should help to identify the main issue to address. There may be more than one priority issue to start with and the group will have to choose whether to take all priority issues at once or focus on one at a time.

Capacity assessment

Communities should be encouraged to use their own capacities and resources to address the problems they face. It is therefore important to carry out a capacity assessment after needs assessment to identify strengths that the community could use to address the problems they identified earlier. The project, if needed, should focus on strengthening the community's capacities to address their problems. By doing this, we are facilitating the community to address their problems rather than addressing their problems for them.

Capacity assessment involves six types of assets:

HUMAN These enable people to make use of their other resources. They include skills, knowledge, ability to work and good health.

SOCIAL These are based on relationships and include organisations and groups within the community, political structures and informal networks.

NATURAL These form the local environment and include land, trees, water, air, climate and minerals.

PHYSICAL These are man-made, such as building, transport, water supply and sanitation services, energy sources and telecommunications.

ECONOMIC These are things that people can use to sustain their livelihoods, such as money and savings, grain stores, livestock, tools and equipment.

SPIRITUAL These include faith, scripture, guidance and prayer.

Using participatory techniques, such as those used for the needs assessment, ask community members to identify their capacities. Remember to ask a range of community members, as different people have different perspectives.

Write the capacities onto a large piece of paper and ask community members to identify how they could be used to address the problems identified during the needs assessment. Then ask community members to think about which capacities should be strengthened so that they can start to address their priority problems themselves. This is what the project should focus on.

Decide whether it is realistic for our organisation to strengthen the community's capacity to meet the priority need:

- Does meeting the need fit in with our mission?
- Does meeting the need agree with our values?
- Does meeting the need fit into our strategy?
- Will meeting the need be too risky?
- Do we have enough experience?
- Do we have enough resources?

Example of a Capacity Assessment Chart

ASSET TYPE	CAPACITIES
Human	Construction skills Strong self-help tradition Women make local handicrafts
Social	Community centre Church building Local primary school
Natural	River
Physical	Good access to city centre Internet café nearby Water standpipes
Economic	Revolving fund Income from trading in city centre
Spiritual	Servant leadership Unity among church members

Concept Note

Once a need has been identified which a project can address, write a concept note. A concept note outlines the project idea. It does not have to contain a lot of detail and may only be about two pages in length. The reason for writing a concept note before a full proposal is so that our organisation's leadership or a donor can gain an idea of what we hope to do. They can ensure it fits with strategy, check its relevance and quality and give feedback before a lot of time, effort and resources are spent planning the project. If an organisation does not have a process for checking projects at this stage, it should consider setting one up. The members of staff responsible for appraising concept notes should ask the questions at the top of this page.

Concept notes should outline:

- background information
- why the project is necessary
- who will benefit from the project
- how they will benefit
- an estimate of both the total budget and the resources needed for design.

Logic based tools for project planning

There are two types of logic based tools for project planning that are used in general. These are:

1. **The Logic Model (Kellogs Foundation)**
2. **Logical Framework Analysis (DFID)**

THE LOGIC MODEL:

Systematic and visual way to present and share your understanding of the relationships among the resources you have to operate a programme, the activities you plan to do and the changes or results you hope to achieve.

The Logic model consists of the following components:

1. Resources / inputs
2. Activities
3. Outputs
4. Outcomes
5. Impact

The definition of the above terms is as follows:

- **Resources:** human, financial, organisational (available inputs to direct towards doing the work)
- **Activities:** processes, tools, events, actions that are used to bring intended changes
- **Outputs:** direct products of activities; types, levels and targets of services to be delivered
- **Outcome:** specific changes in behaviour, skills, knowledge
- **Impact:** Fundamental intended (or unintended) change

The Logic Model acts as:

1. A **Planning** tool to develop programme strategies and illustrate the programme concepts to stakeholders (inc. fenders!)
2. A Core of a focused management plan…that helps in identifying, prioritizing, documenting programme aspects while **Implementation**
3. An Advocate for a particular programme approach, providing learning opportunities during **Evaluation**

Logical Framework Analysis

A logical framework analysis consists of the three components. These are:

1. Situation Analysis
2. Strategy Analysis
3. Project Planning Matrix (PPM)

The part **situation analysis** further consists of the following components:

- Stakeholders analysis
- Problems analysis
- Objectives analysis

सत्र – 3

स्थिति विश्लेषण

(Situation Analysis)

Stakeholder analysis

'Stakeholders' are:

- people affected by the impact of an activity
- people who can influence the impact of an activity.

Stakeholders can be individuals, groups, a community or an institution.

Stakeholder groups are made up of people who share a common interest, such as an NGO, church leaders and the community. However, such groups often contain many sub-groups. Seeing the community as one stakeholder group can be meaningless because some people may have very different interests from others in the same community. It may be necessary to divide the community into a number of sub-groups according to aspects such as status, age, gender, wealth and ethnicity. These sub-groups may be affected by the project in different ways, and some sub-groups may have a lot more influence on the impact of the project than others.

It might also be unwise to view the government as one stakeholder group. It may be necessary to list government ministries as different stakeholder groups if they have different, and even conflicting, opinions about a development proposal. Government at national, state and local levels may also have very different interests.

Stakeholders include:

- USER GROUPS – people who use the resources or services in an area
- INTEREST GROUPS – people who have an interest in, an opinion about, or who can affect the use of, a resource or service
- BENEFICIARIES of the project
- DECISION-MAKERS
- THOSE OFTEN EXCLUDED from the decision-making process.

Stakeholders could belong to one or more of these groups. For example, someone might be a user of a handpump (user group), and also involved in the water user association that manages it (interest group, decision-maker).

Stakeholders are not only those who shout the loudest. Those who are often excluded from the decision-making process due to age, gender or ethnicity are those who are most likely to lose out if they are not included in the project planning. What methods could be used to ensure these stakeholders are involved?

Stakeholders include the winners and the losers as a result of the project. While most stakeholders will benefit from the project, there may be others who will be negatively affected by the action taken.

Stakeholders can be divided into two main types:

- PRIMARY STAKEHOLDERS who benefit from, or are adversely affected by, an activity. This term describes people whose well-being may be dependent on a resource or service or area (eg: a forest) that the project addresses. Usually they live in the area or very near the resources in question. They often have few options when faced with change, so they have difficulty adapting. Primary stakeholders are usually vulnerable. They are the reason why a project is carried out – the end users.

- SECONDARY STAKEHOLDERS include all other people and institutions with an interest in the resources or area being considered. They are the means by which project objectives can be met, rather than an end in themselves.

If stakeholders are not identified at the project planning stage, the project is at risk of failure. This is because the project cannot take into account the needs and aims of those who will come into contact with it.

Example of Stake Holders Analysis

Stakeholder Name	Their Interest	Their Influence	Their Relation With Other	Their Capacity / Motivation	Resources to Involve them
Task Force	• Capacity Building • Livelihood Securities • Socio – Economic Development	• Can make people Secured Physically & Mentally • Can Facilitate Plan at Community level • Can alert people to manage Disaster & Livelihood	• Current working relationship with PRI , SHG, Teachers ,ANM & Govt. Line Dept. not effective. • Good working relation with Community	Can act as Catalyst between Community & Other stakeholder for Development	• Expenses to train them, send them for exposure visit • Help them for conducting regular meeting
SHG Member	• Capacity Building • Socio Economic Development • Know about the Govt schemes & Facilities	• They can sensitize community on various issue meetings • They can act as a binding force between people & Government to augment the	• Current working relationship with PRI, Bank & Government department like VDO, BDO, Lekhpal not effective. • Good working relation with	• Can act as mediator between community & Government & Non-Government Organization. • Inter loaning	• Expenses to train on IGP, Marketing Book-Keeping & MIS. • Line item to budget the expenses of project staff to

Stakeholder Name	Their Interest	Their Influence	Their Relation With Other	Their Capacity / Motivation	Resources to Involve them
		development Activities in the project area.	Community	for members	conduct meeting at field level. • Exposure visit to local markets to understand marketing perspective.
Farmers	• They know about the different crops varieties • Can Know about Government schemes & technical support	• Can increase production & make people aware by using methods of early Cropping, Different varieties of seeds. • They can act as a role model. • Improve Crop Cycle.	Farmer group has effective working relationship with local Agriculture Universities & other related Institution.	Project will give them opportunity to improve their agricultural practices and sell their produced. Support in terms of seeds from project.	• Expenses to train & share with farmers on early varieties of crops & techniques at field as well as office level. • Expenses on Orientation on marketing to farmer groups .Capacity Building • Seed Distribution • Exposure Visit
TBA's	• Get Support from project staff. • Get Incentive	• Can give their service to Pregnant women's and help communit	Currently have effective relationship with ANM, AWW, Health Committee & SHG	Project will build their capacity to help them conduct safe delivery &	• Expenses on training & Capacity Building

Stakeholder Name	Their Interest	Their Influence	Their Relation With Other	Their Capacity / Motivation	Resources to Involve them
	from Community • Skill Up Gradation	y in child care • Link between Community & Government Health Services. • People depend on them for safe home delivery.		they will receive safe delivery kit. Project will help to come closer to the community & they will be able to replenish the perishable items in the delivery kit.	through exposure visit. • Provide delivery Kit & Torch.
IEC Team	• Get ideas and support from project staff on different issues. • Livelihood Securities increase through project • Rapport & steam building. • Knowledge Development	• Perform Awareness program by their skill & Knowledge between communities. (Songs, street plays, wall writings etc.)	Currently Co-operative relationship but regular interaction with community and Government. line department needed.	Project will provide Need based awareness program presentation between community	• Expenses on Training • Expenses on wall writings, broachers, poster, banners, boards. • Expenses at community or field level programs like puppet show, songs etc.
PRI	• Get support from staff regarding Village Development • Know needs of the community through	• Can give there service to community regarding health, education, irrigation, sanitation. • Can play role as a	Currently PRI working relationship with community, Government departments like health, education, was not effective.	Project plays as a link between community & PRI regarding orientation of community regarding helps and	• Expenses on interaction meeting with community and PRI at field as well as office

Stakeholder Name	Their Interest	Their Influence	Their Relation With Other	Their Capacity / Motivation	Resources to Involve them
	meetings and awareness work by project staff	facilitator for community regarding Government schemes and policies.		services provided from PRI. Provide helps and schemes to community in time	level.
ANM + PHC	• Get support from project staff & CBO's in Village for providing services to pregnant women's and child care.	• Can give their services to women & children for Immunization • Services provided to Pregnant women's & children's as per their needs	Currently working relationship with AWW, TBA's, CBO's & PRI was not much effective.	Project staff play link between community & ANM regarding their Services & needs of a community. Through their regular visit	• Expenses on health camp. • Line item to budget the expenses of project staff to conduct meeting at field level.
VDO	• Get support from project & staff for Village Development • Know about the needs of the Village through meetings and camp organized in the village by project.	• Can provide Resources & Services to community & village through Government schemes & polices.	Currently working relation ship with community and other Government department like PRI, Bank, NABARD was not effective.	Participate in meeting organized by CBO's & other Institution at field level. Provide schemes & facilities to community in time.	• Expenses on Chopal Program & camps to be organized at field level. • Line item to budget the expenses of project staff to conduct meeting at field level.
Lekhpal	• Get support	• Can provide services	Lekhpal relationship	Project staff plays	• Expenses on

Stakeholder Name	Their Interest	Their Influence	Their Relation With Other	Their Capacity / Motivation	Resources to Involve them
	from project staff to know about the current Village Status through maps & vulnerability analysis. • Get support in terms of Land & Irrigation facilities	for Road Maintain • Can provide services to reduce conflict between community regarding Land & Properties. • Can provide services for rights of people regarding Vote & claims.	with community & Government department was effective.	role to help community for their Claim. Irrigation facility provide to farmers for increasing production.	Chopal Program & camps to be organized at field level.
Tube Well Operator	• Get helpful to know the data related with irrigated land to provide water for irrigation • Get public co-operation	• Can provide services for Improvement in irrigation facility & management	Effective relationship with farmers but needs more interaction with PRI.	Project staff helpful to inform regular to Operator for irrigation facility so that they provide input in irrigation facilities.	• Expenses on coordination & orientation meeting with farmers & Tube well operator.
AWW	• Get Support for Motivation of community for Education & Nutrition • Get helpful to know data related with Pregnant women's record	• Can provide services for Early Child Education, Nutrition • Can provide services to women & children regarding Immunization	Currently working relationship with ANM, PRI, and Teachers & Community not effective.	Project staff plays as a link between Community and AWW to Provide nutrition & education facilities to small children's and immunization facility to pregnant women's.	• Line item to budget the expenses of project staff to conduct meeting at field level. • Expenses on meeting & camp at field level.
Co-operative	• Get Support	• Institution can	Currently working	Project staff plays	• Expenses on

Stakeholder Name	Their Interest	Their Influence	Their Relation With Other	Their Capacity / Motivation	Resources to Involve them
Society	from staff regarding farmers involvement • Helpful to know the needs & requirement of a community.	provide to farmers Seeds and fertilizer through loan at low rate. • Regular input provided to farmers for new crops & pesticide.	relationship with Farmers, Kisan mitre & lekhpal relation need to improve.	a major role to link with farmer (community) and institution both crops. Participate in monthly meeting with Kisan mitra & project staff	coordination & orientation meeting with farmers & project staff.
Kisan Mitra	• Get self recognition in community. • Information Dissemination • Farmer Involvement	• Can helpful to provide the information to community regarding the Crops & fertilizers. • Can demonstrate the new crop. • Can help to Farmer to farm Planning.	Currently need to develop co-ordination with PRI, Farmer & other village level officers	Project staff can support to kisham mitra for coordination with farmer. Meeting with farmers Take support from upper level staff for better solution related with agriculture	• Expense on Training & Meeting for kishan mitra. • Expense for provide Soil testing kit.
Money Lenders & Traders	• Negative – due to community awareness regarding loans & right	• Confuse community & disinterest about program among community.	Professional & Money Oriented	Reduce the monopoly	• Bankers meeting • Involvement of NABARD • Meeting
Ration Shop Owner	• Increase the Community Involvement • Value Increased of commodities and other	• Can provide Ration (suger, kirosin& wheat etc.) to the community at village.	Currently Co-operative relation with PRI & Community	Coordination meeting with school staff, community, & PRI for proper food distribution. Increase the community awareness	• Expense for coordination Meeting and awareness program. • Expense on

Stakeholder Name	Their Interest	Their Influence	Their Relation With Other	Their Capacity / Motivation	Resources to Involve them
	things			for eligibility of food distribution.	Advocacy
Doctors (Traditional Hillers)	• Get Recognition • Provide Stability • Help in Increasing Income	• Can provide immediate Services & to support better health services. • They are available 24 hours in village for services	Currently need Improved & coordinative Relationship with ANM, PHC, TBA & PRI health committee.	Easy access, Low rate Emergency treatment. Project staff link with TBA & health system like AWW,ANM &PHC.	• Expense on co-ordination Meeting. • Expense on Emergency first aid (Bichhoo,Snake,etc.) training.
Landless	• Get Alternative Livelihood • Get knowledge about Govt. schemes & Facilities	• Can provide their active labor force.	Currently working relationship with PRI, Government bodies, farmers not effective.	Project staff help them for working support because they are Trouble shooters	• Expenses on Training (IGP, Skill up gradation etc)
Disable People	• Get link with Government schemes	• Can be honored & get respect from the community. • Public want to help them	Currently relationship with community was effective but has to improve relation with PRI, Pradhan for Government schemes & polices.	Project staffs help them to provide benefits in terms of employment and other Government facilities. They are trouble shooter & able facilitate between community	• Line item to budget the expenses of project staff to conduct meeting at field level.
Old age	• Get link with Government schemes	• Public listen there views • Can be honored & get respect	Currently relationship with community was effective but has to improve	Project staff help them to provide Government facilities & schemes	• Line item to budget the expenses of project

Stakeholder Name	Their Interest	Their Influence	Their Relation With Other	Their Capacity / Motivation	Resources to Involve them
		from the community. • Public want to help them	relation with PRI, Pradhan for Government schemes & polices.	like pension etc. Old age people helpful to provide their experiences & views (Advise) regarding traditional work & ideas. community (Advise)	staff to conduct meeting at field level.
UP Agro	• Get update information regarding Agriculture system. • Increase Production	• Can be provide assets for irrigation at low cost	Currently working relation ship with farmers and banks not much effective.	Project staff plays link between farmer & UP Agro for providing agriculture assets at low rate of Interest & also at low cost of asset.	• Expense for coordination Meeting and awareness program.
Migrants	• Get knowledge Livelihood aspects for their self development • Get ideas for increasing Income	• Can be able to provide knowledge about better skill • Can be providing new ideas & techniques & also current demands of market of metropolitan's cities.	Current working relationship with PRI, farmers & community members need to be improving.	They are able to help in village development as well as Socio economic development of community.	• Expenses to train on IGP, Marketing & meetings.
Media	• Get update News related with	• Can able to shared views, ideas & informatio	Currently working relationship with Pradhan, PRI, and	Project staff provides regular information	• Line item to budget the expense

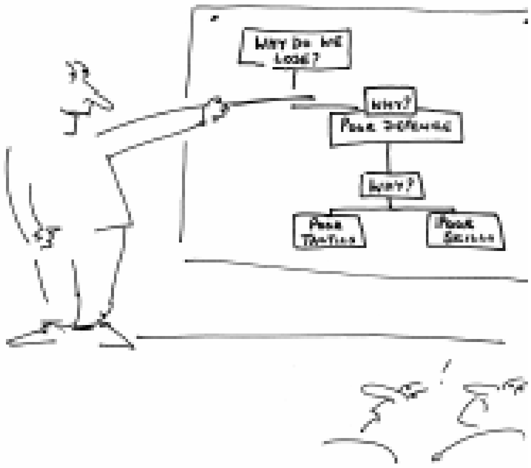
Stakeholder Name	Their Interest	Their Influence	Their Relation With Other	Their Capacity / Motivation	Resources to Involve them
	various social issues from villages. • Due Community participation & Motivation	n through channels & news paper for better advocacy.	Community & Government department not effective.	from project area Advocacy & good relationship develop at community as well as Government departments & local leaders.	s of project staff to conduct meeting at field level. • Expense on Organizing workshop on sharing
Small Children	• Get Proper education • Get Proper Vaccination • Get Nutrition	• Can be direct Connected with BBM & VASUDEVA for their personal issues	Currently Cooperative & influencing relation with AWW, ANM, Teachers, Siksha Mitre & their respective parents.	Project staff help them in Formation of groups like BBM, VASUDEVA, Task Forces Information spread between community get easy and with in time.	• Expenses on Training on Group Formation Capacity Building • Expenses on Exposure visit. • Expenses on Competition at school & field level.
NGO's / CSO's	• Get Awarded Community • Make easy & helpful for Lassoing • Get Community Based leadership Quality	• Can be Supportive at community level.	Currently working relationship with community effective but have to improve Co-operative & strengthen with Government department, PRI, Local leaders & other NGO's	Project staff link other NGO's to share their conceptual ideas & data related with Government schemes and polices for development.	• Expenses on workshop's & meeting are organized at office level. • Line item to budget the expenses of project staff to conduct

Stakeholder Name	Their Interest	Their Influence	Their Relation With Other	Their Capacity / Motivation	Resources to Involve them
					meeting at field level.
Local Leaders	• Get benefit from Community Involvement & Mobilization • Get Honored between community	• Can be able or give suggestion on Policy Making at community level. • Help community in terms of planning & implementation.	Currently working relationship with PRI, Government line departments & Community not much effective.	Lassoing & help in advocacy with Government & PRI. .	• Expenses on meeting & workshop with them.
Post Offices	• Community Awareness • Village Development	• Can provide knowledge regarding saving & credit. • Message delivered in time • Increase Communication processes.	Currently working relationship with community & PRI effective.	Project staff provides knowledge regarding saving & proper communication.	• Expense on meeting
Para vets	• Get update information of Animal for their Care	• Can be provide help regarding Husbandry, Vaccination & Hybrid	Currently working relationship with farmers & animal holders effective.	Vaccination Kit Husbandry Kit New hybrid Cemen	• Line item to budget the expenses of project staff to conduct meeting at field level. • Expenses on meeting & camp at field level.
Priests	• Village Development • awareness	• can be honored • People listen to their views	Currently relationship with community was Advisory & Cooperative.	Easy to Facilitate between community	• Expenses on meeting at field level.

Stakeholder Name	Their Interest	Their Influence	Their Relation With Other	Their Capacity / Motivation	Resources to Involve them
Public Information Officer	• Information dissemination	• Timely implementation of Government programs • Information given to community Regarding Government schemes & programs	Cooperative and regular in touch with pradhan, PRI, Community & other line dept	Facilitate to needy person	• Line item to budget the expenses of project staff to conduct meeting at field level. • Expenses on meeting & camp at field level.
NABARD	• Get help in SHG development	• Can be provide Physical & Financial Support to SHG • Bank Linkages	Currently working relation ship with SHG, PRI & Bank not effective.	Project staff plays link between SHG and NABARD for providing facility to SHG	• Line item to budget the expenses of project staff to conduct meeting at field level. • Expenses on meeting & camp at field level.
Banks & Insurance	• Village Development • Customer Increase	• Can be provide services regularly • Increase in Good Faith • Security of Assets & Livelihood	Currently working relationship with community was Cooperative & Liberal.	Provide Loans & KCC, Assets Security to farmers and community.	• Expenses on meeting & camp at field level.

Problem Analysis

Problem analysis



Before we can start to design the project, we need to analyse the problem identified during project identification.

Problem analysis helps primary stakeholders to identify the causes and effects of the problems they face. It involves drawing a problem tree, from which project objectives can be identified. Use the stakeholder analysis to identify those who should help to construct the problem tree, making sure there is a mix of people from the community with local knowledge, technical knowledge and so on.

Problem analysis can be carried out with different stakeholder groups in order to see how their perspectives vary.

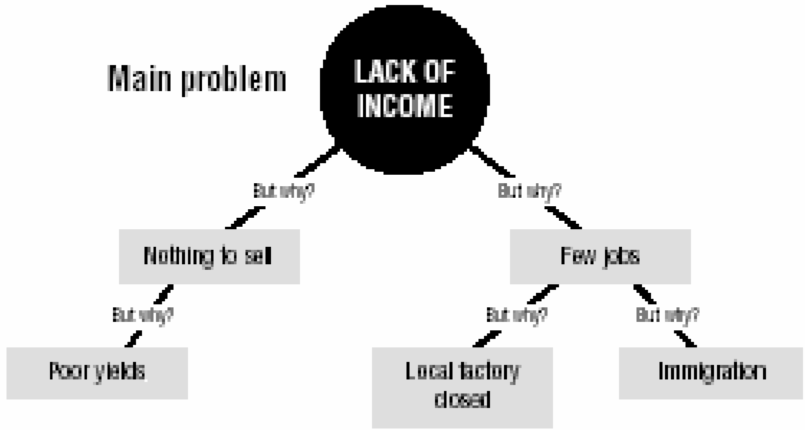
To help stakeholders think through all the causes and effects, check that they have considered social, environmental, political, economic and technical factors. The problem tree should help to reinforce our findings during the research phase of the planning. It might also raise new issues that we had not previously considered.

Problem trees enable stakeholders to get to the root of their priority need and to investigate the effects of the problem.

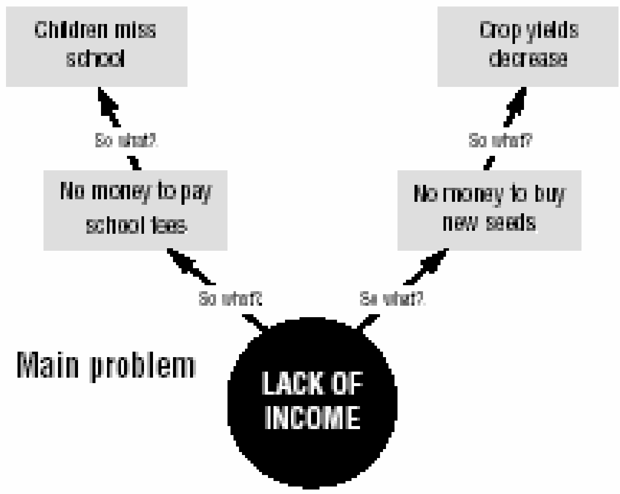
METHOD OF CONSTRUCTING A PROBLEM TREE

Agree on the **main problem**, usually the one identified during project identification. Write it on a post-it note or piece of card and place it in the middle of the wall or floor. There might be other problems identified by the community that could be explored. Draw separate problem trees for these and compare them later when starting to think about exactly what the project will address.

Identify the **causes** of the main problem by asking 'But why?' until we can go no further Write each cause on a separate post-it note or piece of card. Some problems might have more than one cause. For example:



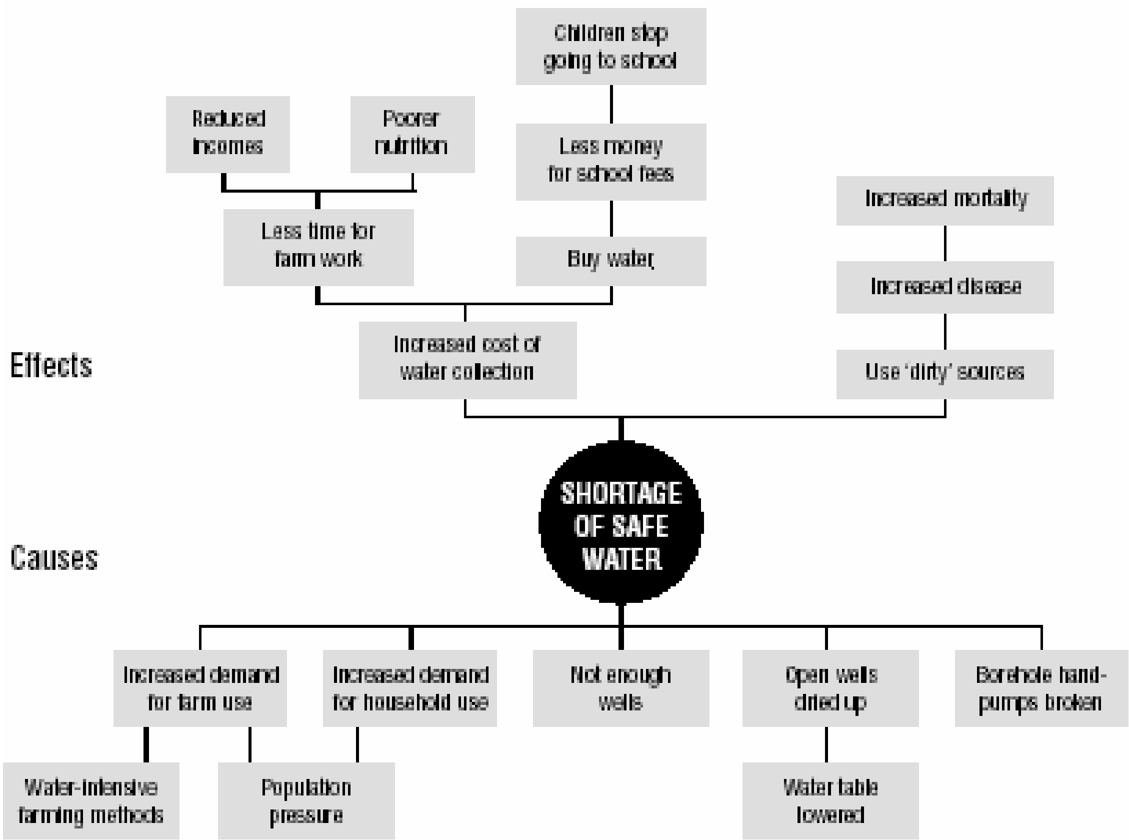
Identify the **effects** of the main problem by asking 'So what?' until we can go no further. Write each effect on a separate post-it note or piece of card. Some problems might have more than one effect. For example:



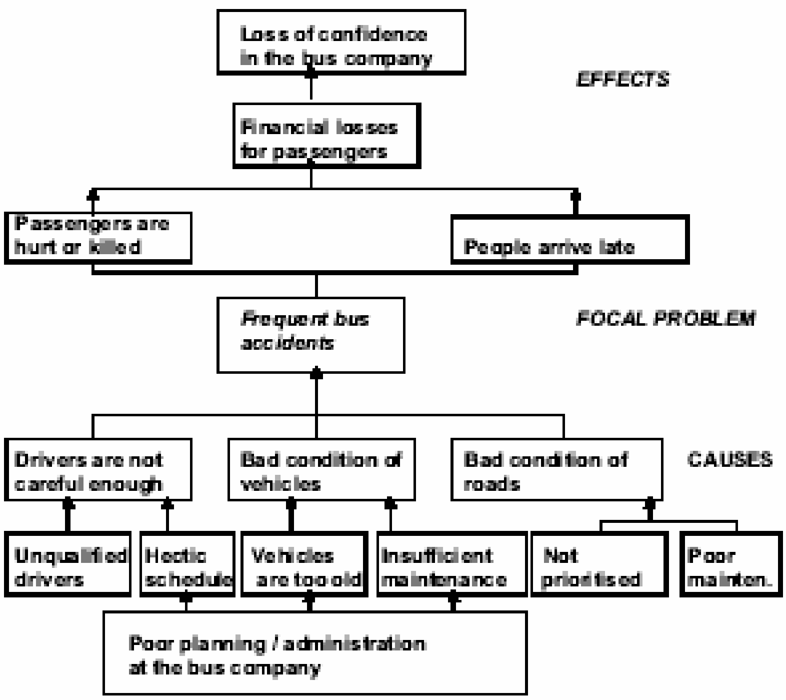
Encourage discussion and ensure that participants feel able to move the post-it notes or cards around.

Check through the problem tree to make sure that each problem logically leads to the next.

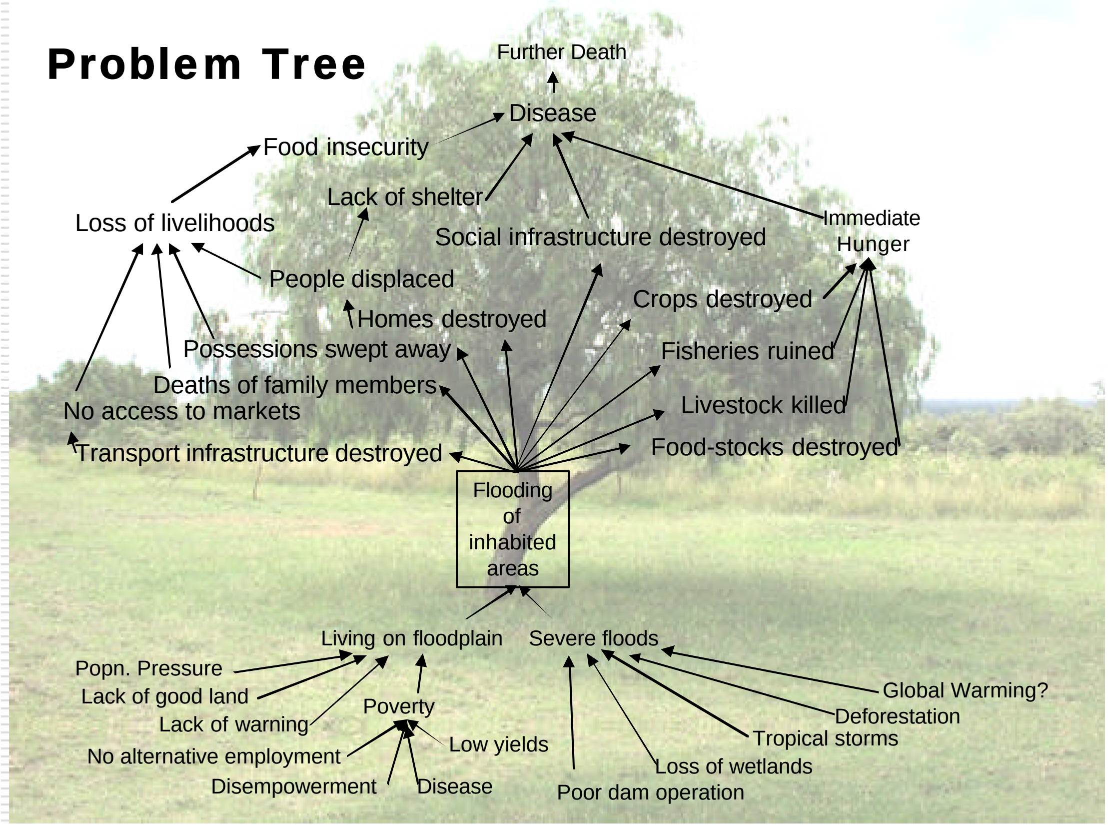
Copy the problem tree onto a sheet of paper. Draw in vertical links to show the relationship between the causes or effects. Draw horizontal lines to show where there are joint causes and combined effects.



Example of bus accident problem tree



Example of a problem tree on flood



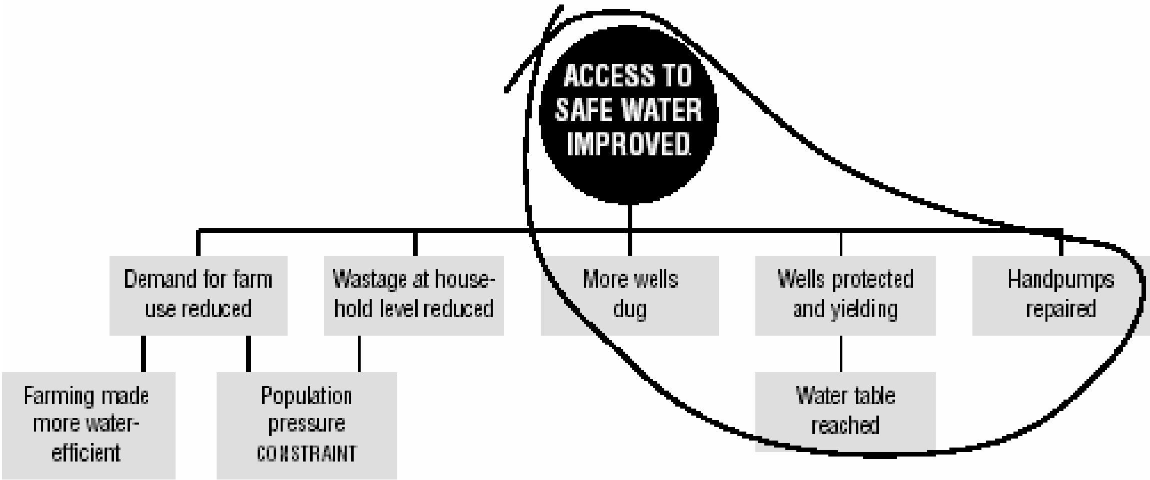
Objectives Analysis

An objectives tree is similar to a problem tree, except that it looks at objectives rather than problems. An objectives tree can be developed without first identifying problems, but the easiest way to develop an objectives tree is to convert a problem tree.

To do this, turn each of the causes in the problem tree into positive statements. For example, 'poor yields' would become 'yields increased'. This will result in an objectives tree. Check the logic. Will one layer of objectives achieve the next? Add, delete or change objectives if necessary.

There might be some causes near the bottom of the tree that are very general. They cannot be turned into objectives that could easily be addressed in a project. Instead they act as constraints on the project that need to be considered during risk assessment. We might later decide to focus a project or programme on that issue by developing a problem tree with the issue as the main problem.

If we try to address all of the objectives we have identified, we will find we have a very expensive and lengthy project. It is therefore necessary to focus on one or a few areas of the objectives tree. If more than one objectives tree has been drawn, we will need to decide which of these to focus on for the project.



Ask the following questions:

- Which objectives should we address?
- Which combination of objectives are most likely to bring about the most positive change?

Issues to consider are:

- cost
- benefits to primary stakeholders
- likelihood of achieving the objectives
- risks (see page 45)
- whether other organisations are already addressing the problem
- sustainability
- environmental impact.

Look at the objectives tree and identify the branches that the project could address. For example, for the objectives tree above, it might be decided to address the right-hand branch (circled).

It is a good idea to come back to the objectives tree later when starting to think of project assumptions. All the objectives that are left in the objectives tree can be viewed as constraints which could affect project success.

सत्र – 4

रणनीति विश्लेषण और परियोजना नियोजन मैट्रिक्स

(Strategy Analysis & Project Planning Matrix)

Strategy analysis

The strategy analysis is an important stage in project planning. In this stage, the strategic thinking is important is done to find out the possible ways to address the problems of the area.

Since, a strategy decides the overall impact of the project, it is always important to decide the strategy in a holistic approach. The strategy should try to achieve the objectives of the project that had already been decided in the objective analysis part of the project planning.

The strategy often helps to address the objectives in a cumulative manner. That is, it may address two or more objectives at a time and the strategies of a project may overlap each other in achieving the overall goal of the project.

Project planning matrix

A project planning matrix has the following structure:

Objectives	Measurable Indicators	Means of Verification	Important Assumption
Goal			Goal to super goal
Purpose			Purpose to goal
Output			Outputs to purpose
Activities	Inputs		Activity to output

Definitions:

Goal

The Goal refers to the overall problem we are trying to address. It is sometimes referred to as the wider development objective. This might be improved incomes, improved access to water or reduced crime.

Example: Improved farm productivity by small farmers.

Purpose

The Purpose is the specific change that we want the project to make to contribute to the achievement of the goal. It is sometimes called the Immediate Project Objective.
Example: Improved farming methods and varieties of rice adopted by small farmers.

Outputs

The Outputs are what we want to see as a result of our activities, in order to fulfil the purpose.
Example: Improved crop varieties acceptable to users made available and distributed.

Activities

The Activities describe the tasks we will carry out.
Example: Farmer participatory research into crop varieties.

Measurable Indicators

Indicators answer the question 'How do we know when we have got there?' They are signs which measure project performance against objectives and play an important part in monitoring and evaluation.
Example: 75% of small farmers in the diocese have adopted new rice varieties by the end of year 3.

Means of Verification

Evidence refers to the source of the information needed to measure performance, who will be responsible for collecting it, and how often.
Example: Sample survey carried out by project staff at the end of year 3.

Important Assumptions

Assumptions refer to the conditions that could affect progress, success or long-term sustainability of the project. There may be external factors which cannot be controlled or which we choose not to control. It may be possible to reduce the project's vulnerability to factors which cannot be controlled. These could include climatic change, price changes and government policies.

GOAL This is the wider, long-term development goal. It is a desired state where a need or problem no longer exists or is significantly improved. The project will contribute towards this long-term impact, but will not achieve it itself. The goal could be the same for a number of projects and for a number of organisations. The goal might be a government objective or United Nations Millennium Development Goal.

Examples:
- Improved health in children.
- Decreased incidence and impact of diarrhoeal disease.

PURPOSE What change or benefit do we want the project to achieve? Try to include both material benefits and positive social change in the purpose statement.

There should be only one purpose. If we have more than one purpose, the project will be difficult to manage, so we should consider having separate projects. Each should have a separate log frame but will share the same goal.

Examples:
- Increased immunisation in the project area.
- Increased access to, and use of, safe water in the diocese.

OUTPUTS What outputs are needed to achieve the purpose? In other words, what will the project deliver? Outputs are what the project team has control over. Typically there may be three to six outputs.

Examples:
- Team of healthcare workers strengthened and functioning.
- Improved sources of safe water.

ACTIVITIES How will we deliver the outputs? It is likely that there will be a long list of activities to carry out. However, the log frame should not include too much detail. A detailed outline of the activities should be given in a separate activity schedule (see page 60).

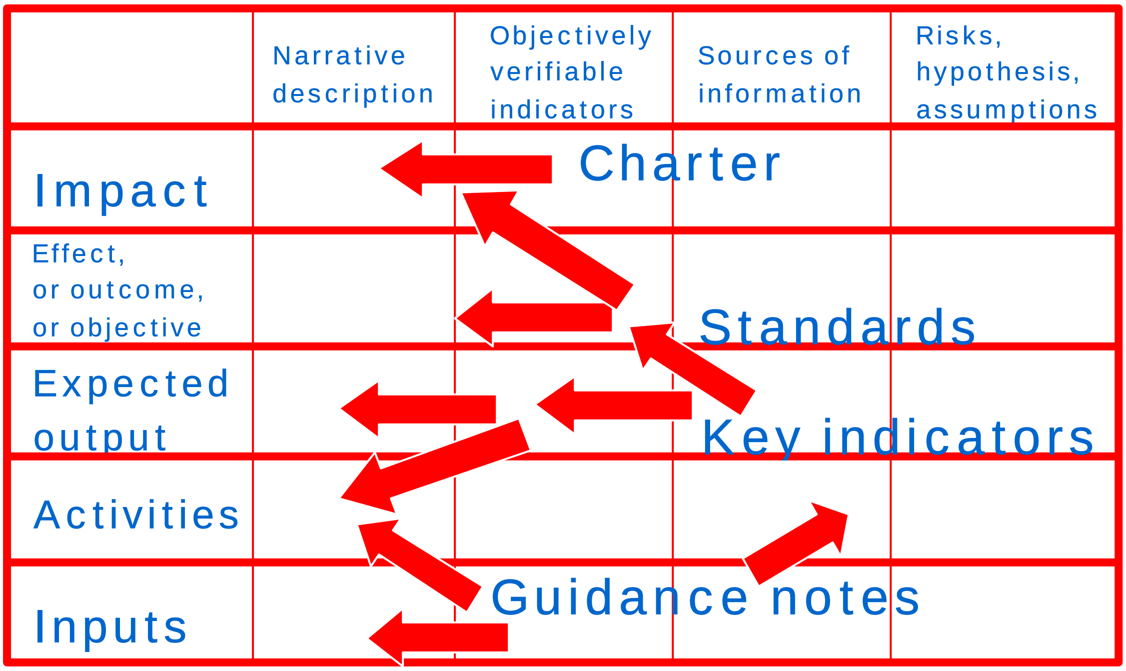
The activity statements should start with an active verb.

Examples:
- Recruit healthcare workers.
- Upgrade current wells and establish new wells.

It is not necessary to set targets (quantity or quality) at this stage. This can be done when column 2 (indicators) is filled in. Use numbering to ensure that the activities are linked to their output (see example of a log frame on page 57).

The Sphere handbook helps in Project Planning Matrix to a great extent. We can use it to find out our goals, objectives, indicators, means of verification and activities etc. Besides, these are internationally accepted and based on multi donor perspective.

The Sphere handbook describes all activities as humanitarian activities and this is based on the Humanitarian Charter of international acceptance.



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सत्र – 1

गतिविधि और समय नियोजन यन्त्र व विधियां

(Activity and Time Planning Tool)

Action planning

Once the log frame has been developed, think about the details of how the project will take shape in terms of timing, resources, budgeting and personnel.

Like the log frame, the action plan should be viewed as a flexible document in which changes can be made later.

Activity planning worksheet

The activity planning worksheet is used to help us consider:

- **who** will do **what**
- **when** this will happen
- **what** types of inputs, besides people, will be needed.

A separate sheet should be used for each output. The activities related to the output are set out, together with the resources needed, the total cost of these and the name of the person or people who will be responsible for that activity.

Activity schedule (known as a Gantt chart)

The activity schedule enables us to consider when our activities will happen and for how long. This will help us to think about when would be appropriate to carry out the different activities. Timing will depend on things such as:

- seasonal weather patterns
- availability of trainers
- availability of materials.

The activity schedule helps us to look at the sequencing of activities because some activities will depend on others being completed first.

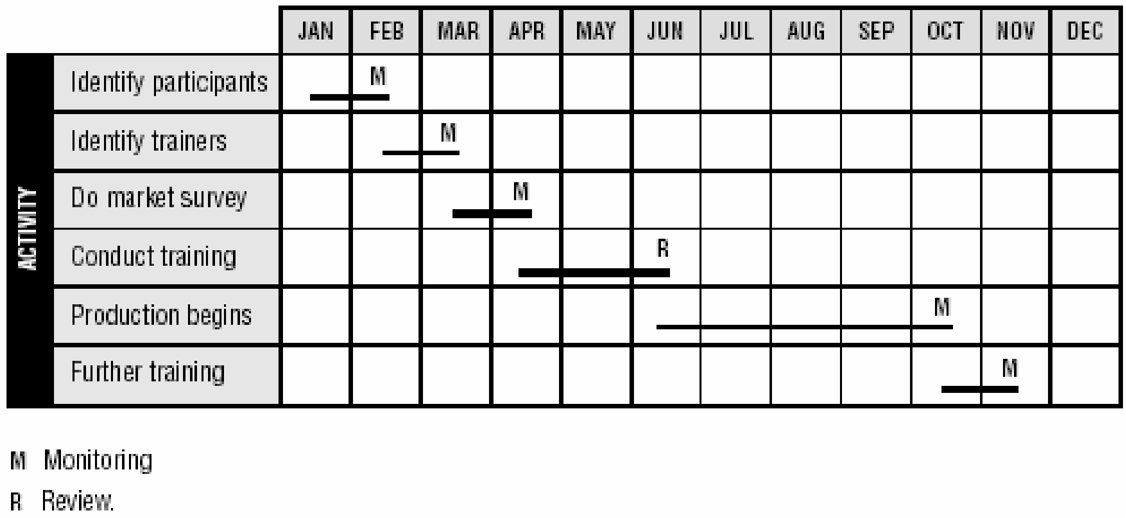
Use the activity schedule during the project to monitor progress. Ask questions like:

- Why are these activities not happening to schedule?
- What will be the effect of this on other project activities?
- How can we catch up?

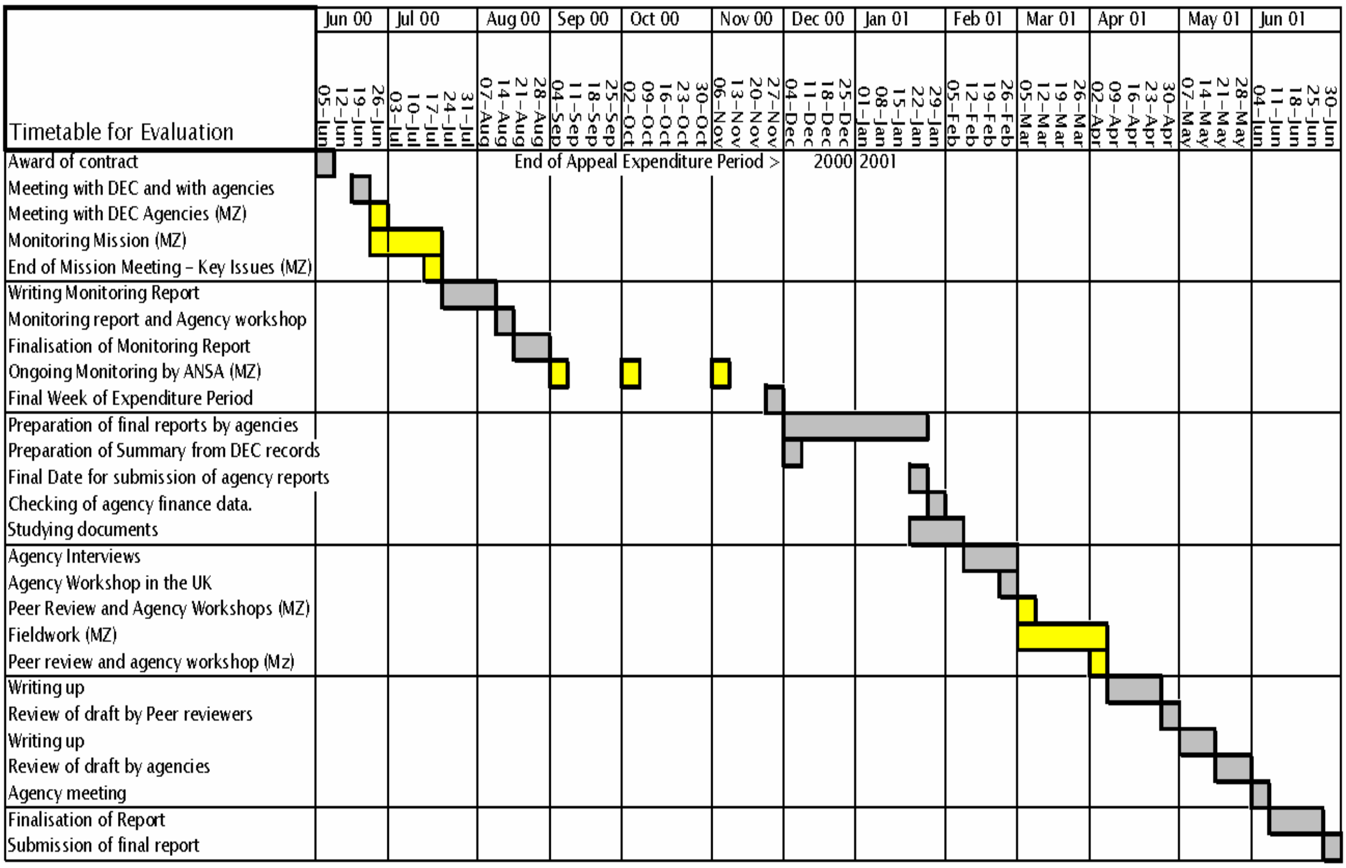
The activity schedule should be viewed as a flexible document and can be altered if new circumstances arise.

The lines in the chart indicate the time span for each activity. Make some lines thicker if the activity is intense, and so avoid planning too many intense activities at the same time. Put the initials of the member of the team who is responsible for the activity above each line. The chart format can be altered if we want to indicate activities on a week-by-week basis.

Activity schedule for an income-generating project.



Another example of Gantt Chart:



The Gantt Chart:

- Monitor closely what progress has been made against the plan.
- Identify any conflict over resources (where the same resources will be needed at the same time).
- Identify opportunities for speeding up the project, or recovering from delays.

Estimating time of activities:

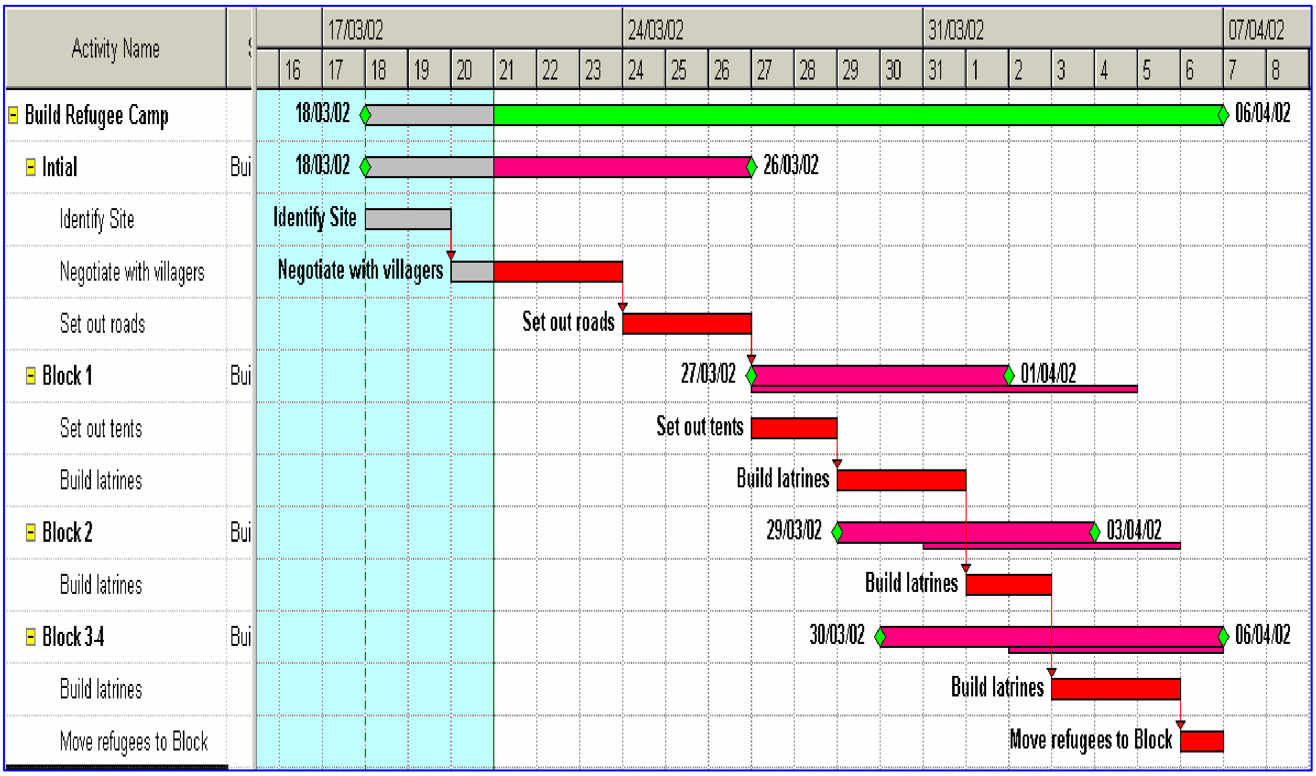
- Estimates are best based on previous experience in a similar environment.
- You can build up an estimate by breaking down the activity into smaller blocks.
- Breaking down activity time into "mobilisation" "implementation time" and "demobilisation" time can also help you estimate the likely duration.
- You can calculate a probable time as:

$$\frac{\text{Optimistic} + 4\ (\text{Likely estimate}) + \text{Pessimistic}}{6}$$

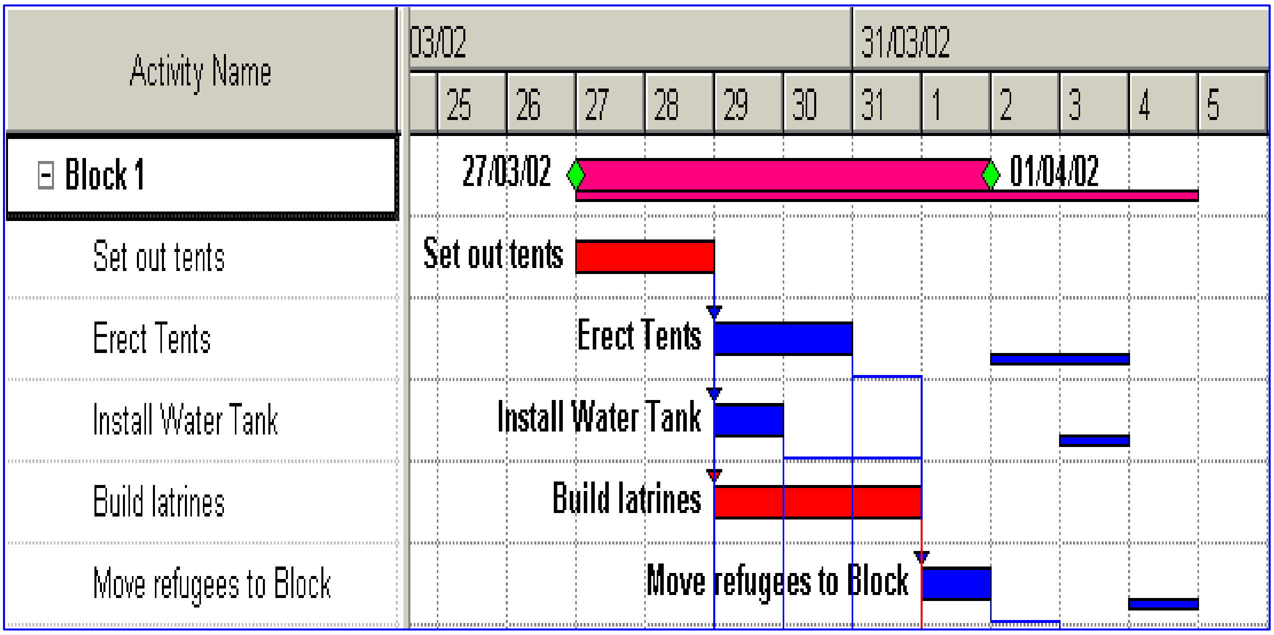
The Critical Activity & Critical Path

- The activity the completion of which is a necessary condition for the start of some other activity is critical activity for the later.
- The Critical Path is the sequence of activities that defines how long the project will take.
- The Critical path helps in defining the shortest possible time for the completion of complete project.

The following chart shows how to calculate the critical activity and critical path in a project.



The Gantt chart can also help you to identify the activities on the critical path, and to see where other items become critical when you speed up items on the Critical Path.



सत्र – 2

संसाधन नियोजन

(Resource Planning)

Resource planning

The Gantt Chart also helps us in planning the resources required for the project activities. These can be plotted on the Gantt Chart which has the activities.

The resource planning is required to be done for the following resources:

- Finance resources
- Material resources
- Human resources

The following diagramme can help you understand the planning of resources for the activities:

Sl. No.	Activities	Financial resources required	Material resource required	Human resource required
1.				
2.				
3.				
4.				
5.				

Budgets

Whether we are seeking donor funding or using funds we already have, it is important t write a budget for the project. A budget is necessary for transparent financial management. The donor needs to see a budget before approving the funds. Likewise, the leadership or board committee of our organisation should see a budget before releasing funds. They can then hold us accountable for spending the money in the way we say we will.

This means that we must budget very carefully. If we do not consider all the things we will need to spend money on, then we will find we are unable to carry out some of the activities, and the project may fail. If we budget too much for some things, the donor may question it and be unwilling to fund the project.

A detailed budget is usually for internal use only. Donors require only a summary. However, a detailed budget is useful for:

- GOOD FINANCIAL MANAGEMENT AND ACCOUNTABILITY It shows that we are not spending money unnecessarily.
- MONITORING OUR ACTIVITIES We will know if we have completed each activity if the money has been spent.
- LEARNING By keeping a record of our budget (and later, what we actually spend), we will know what is realistic for future projects.

We provide a template for a detailed budget below, with the boxes filled in as an example.

OUTPUT – 100 WOMEN ENGAGED IN A RANGE OF INCOME-GENERATING ACTIVITIES BY END OF YEAR 3						
Description	Quantity 1	Unit	Quantity 2	Unit	Unit price	Total = Quantity 1 x Quantity 2 x Unit price
Activity: Training	1	Trainer	7	Days	$100 per trainer day	$700
	20	Women	25	Jars	$0.20 per jar	$100

- A separate budget template should be completed for each output.
- If the same activities are needed for more than one output, create a separate table for those activities, noting all the relevant outputs in the output box.
- If our project will last longer than one year, complete a separate budget for each year. The activities may vary each year – refer to the activity planning worksheet and activity schedule.
- Refer to the activity planning worksheet for a list of materials and personnel required for each activity.
- Remember to include contributions made by beneficiaries, such as labour and time.
- Link the outputs and activities to those in the log frame using reference numbers.
- Make sure the budget includes only the costs of activities we specified in the proposal. We should spend only what we say we will.
- Itemise stationery if it costs a significant amount. For example, 30 notepads for those carrying out surveys. General stationery can be included as administration costs in the overall project budget.
- Remember, particularly for projects longer than a year, that costs might increase due to inflation and other price increases (eg: fuel). To find a realistic cost if prices are fluctuating, either find an average rate of increase over the last two to three years or use the maximum price.

सत्र – 3

सहभागी अनुश्रवण एवं मूल्यांकन

(Participatory Monitoring & Evaluation)

Why monitor

There are two main reasons for measuring our performance:

- ACCOUNTABILITY We need to show those who give us resources and those who benefit from our work that we are using the resources wisely.
- LESSON LEARNING By measuring, analysing and reflecting on our performance, we can learn lessons that will enable us to either change our project plans or change our approach to other projects.

To measure performance, we need to address:

RELEVANCE Does the project address needs?

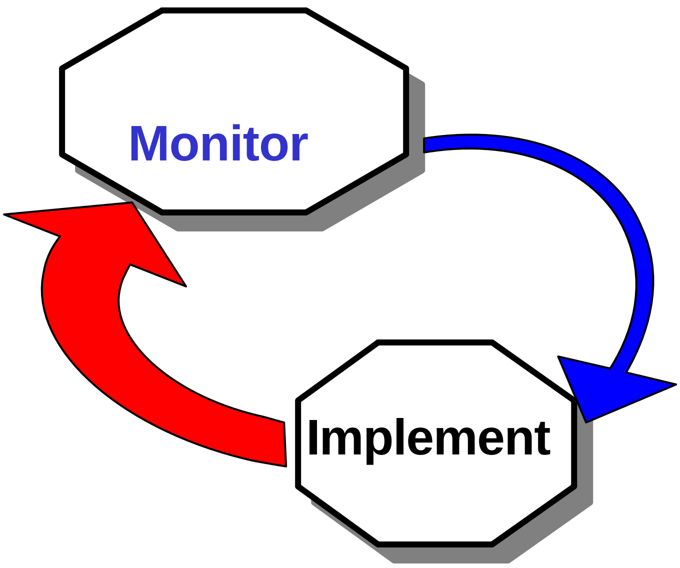
EFFICIENCY Are we using the available resources wisely?

EFFECTIVENESS Are the desired outputs being achieved?

IMPACT Has the wider goal been achieved? What changes have occurred that help beneficiaries?

SUSTAINABILITY Will the impact be sustainable?

Monitoring ensures that activities are being undertaken in accordance with the plans. This is an ongoing activity.
Monitoring directly influences implementation.



Difference between Monitoring, reviewing and evaluation

Many people think of monitoring, reviewing and evaluation as the same thing, but they are different. The main difference is that they are carried out at different stages of the project:

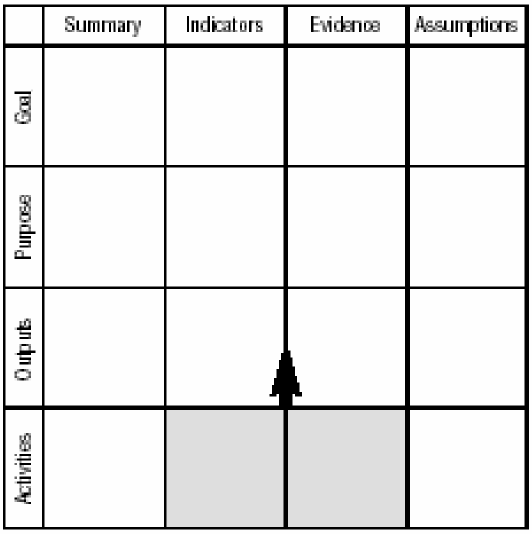
- MONITORING is done continuously to make sure the project is on track, for example, every month.
- REVIEWING is done occasionally to see whether each level of objectives leads to the next one and whether any changes need to be made to the project plans, for example, every six months.
- EVALUATION is usually done at the end of the project to assess its impact.

The table below looks at some other differences between the three terms.

	MONITORING	REVIEWING	EVALUATION
When is it done?	Continuously – throughout life of a project	Occasionally – in the middle or at the end of the project	Occasionally – at the end or beyond the phase or project
What is measured?	Efficiency – use of inputs, activities, outputs, assumptions	Effectiveness, relevance and immediate impact – achievement of purpose	Longer-term impact and sustainability – achievement of purpose and goal and unplanned change
Who is involved?	Staff within the organisation	Staff and people from outside the organisation	People from outside the organisation
What sources of information are used?	Internal documents eg: monthly or quarterly reports, work and travel logs, minutes of meetings	Internal and external documents eg: annual reports, consultants' reports	Internal and external documents eg: consultants' reports, national statistics, impact assessment reports
Who uses the results?	Managers and project staff	Managers, staff, donors, beneficiaries	Managers, staff, donors, beneficiaries, other organisations
How are the results used?	To make minor changes	Changes in policies, strategy and future work	Major changes in policy, strategy and future work

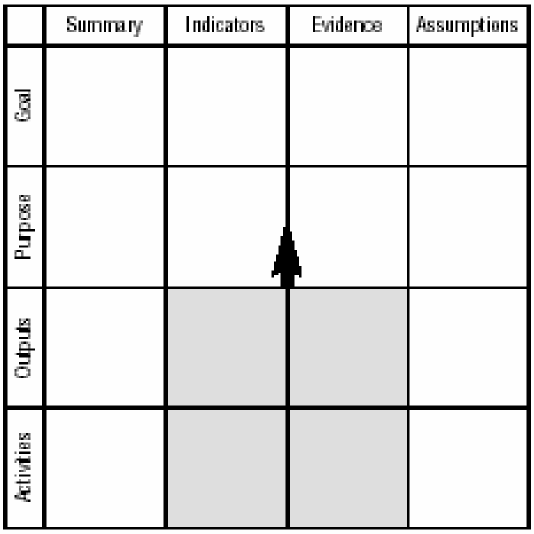
Monitoring, reviewing and evaluation each assess indicators at different levels in the hierarchy of objectives as the log frames shown below.

MONITORING



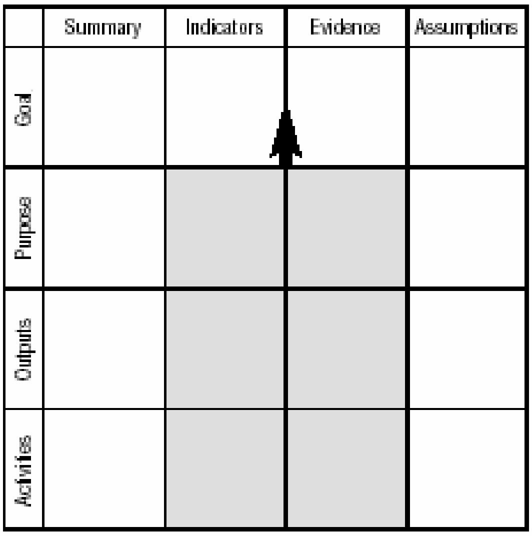
REVIEWING

ALSO CALLED OUTPUT-TO-PURPOSE REVIEWS



EVALUATION

ALSO CALLED PURPOSE-TO-GOAL REVIEWS



Where possible, primary stakeholders should take part in monitoring, reviewing and evaluation. This is to ensure that they have strong ownership of the project so that benefits are achieved and sustained.

By using indicators to measure progress, we will know whether or not we have achieved our objectives. However, what they will not automatically tell us is why the objectives have not been achieved. We will need to investigate this in order to learn lessons and be fully accountable to those funding and those benefiting from our work. Factors might be internal or external. Internal factors might include overlooking risks, identifying the wrong needs or misidentifying stakeholders. Community members are likely to be key in identifying reasons why objectives have not been fulfilled.

It is important to remember that God's timing might be different from what we expect, and we may need to change our plans accordingly.

Monitoring and reviewing might show that, while the project is not on track materially, more people are going to church. On the other hand, it is important to be aware of spiritual attack which might stop us achieving our project objectives or which ensure that attitudes do not change. This might cause us to pray and refocus our plans.

Since using the log frame approach ensures that indicators are identified at the planning stage, monitoring, reviewing and evaluation should be straightforward. The format below enables us to document our performance as a summary. These summaries are to full monitoring, reviewing and evaluation reports, what log frames are to full proposals. Donors will usually provide reporting guidelines for the full reports.

- Copy the summary and indicators from the log frame into the first two columns.
- Report against each indicator in the progress column. Add any unplanned activities that have been carried out underneath.
- Comment against each indicator and make recommendations where appropriate. Note unexpected outcomes in the comments and recommendations column and the extent to which the assumptions are being met.
- In the ratings column, place a number to show whether, at the current time, the objective is likely to be achieved or not.

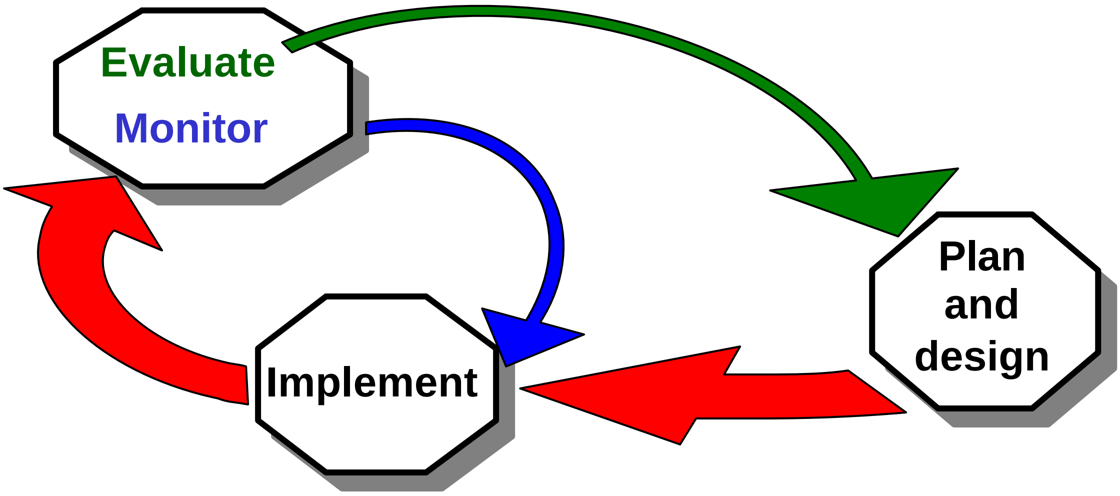
Implementation & Evaluation

During the implementation phase, there are things we must do:

- Update the stakeholder analysis to check that there are no new stakeholders who might influence project success or who should be invited to participate. Also, the circumstances of stakeholders identified at the beginning of the project may change. For example, some might have been pushed further into poverty and we might want to include them as primary beneficiaries. On the other hand, some secondary stakeholders might change their viewpoint and become a threat to the project.
- Reassess the risks to the project.
- Monitor and review the progress the project is making towards its objectives.
- Feed the learning from monitoring and reviewing back into the project design.
- Go back to the log frame and make adjustments or improvements where appropriate.

The indicators identified in the log frame show how we will know if change has occurred. Monitoring, reviewing and evaluation are the terms used for the process of measuring and analysing the indicators.

Evaluation asks whether the planned activities are achieving the overall goal and if not, why not?
Evaluation impacts on our project through the planning and design..



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सत्र – 1

वित्तीय प्रबन्धन

(Financial Management)

Project Budget

Donors will require a completed project budget. This is a summary of the detailed budget. Often donors will say what categories to include in the project budget. The template below includes all of the categories that are likely to need to be included.

To fill in each row, go back to the detailed budget tables and compile the information. For example, look through all the budget tables for transport costs, add up the costs and insert them into the relevant row of the project budget. Remember vehicle depreciation, tax and insurance in transport costs, as well as fuel and maintenance.

Make sure large costs are noted separately. For example, as staff costs tend to be expensive, list all the roles separately. Only budget for the time staff members will actually spend working on the project. For example, this might be only one quarter of their time. Ensure that the cost of social security and pension contributions are included where appropriate. Remember to include the staff costs of those who will oversee the project, but will not necessarily have been included in the detailed budget tables for each output.

All of the costs in the detailed budget should now have been included in the project budget. If there are any that have not been included, there is often a row for other costs in the budget where they can be included.

Remember to include general administration costs in the project budget, such as telephone calls, office stationery and postage costs. Use experience from other projects to estimate the administration costs. Some organisations charge a percentage of project costs for these overheads. If it is necessary to spend a lot of money on a specific item, such as renting a photocopier, write this separately.

Donors will usually provide an outline of what they will and will not fund. For example, they may not provide wages for people who take time off work to attend the project's workshop. They may not provide funding for certain office equipment.

Sometimes donors include a row in the project budget for contingency money to cover unforeseen events. This might be a percentage of total project costs. However, try to avoid contingency, because the need to use contingency money is more likely to be due to poor budgeting than price fluctuations. If something unexpected does arise, extra money can normally be negotiated with the donor anyway.

RUNNING COSTS	YEAR 1	YEAR 2	YEAR 3
Staff/salaries			
Premises			
Administration			
Activity			
Transport			
Staff training			
Other (please specify)			
TOTAL			

CAPITAL COSTS	YEAR 1	YEAR 2	YEAR 3
Vehicles/ Project equipment			
Office equipment			
TOTAL			

सत्र – 2

संभार तन्त्र प्रबन्धन

(Logistics Management)

What is Logistics?

Logistics management covers all the required materials, resources and budgetary matters that are important during project. This is widely understood as managing the resources in a manner so that these may be available in the following characteristics:

- Right materials
- Right place
- Right time
- Right quantity
- Right quality
- Right accounting

Most relief workers and development officials get only a limited view of emergency logistics. Although logistics is often the largest and most complex element of relief operations, it is normally seen only as a series of local, disconnected activities. In reality, emergency (or relief) logistics is a systems exercise, involving integrated and coordinated performance from widely scattered groups of skilled specialists. Much of this activity, particularly the work of the control and support staff, is hardly visible to the outsider. There are many different types of logistics programs, but they all have common features, and they need a systematic and professional approach. This module gives a broad overview of the range of logistics activities in disaster relief, how they can best be organized, and the plans that can be made beforehand.

What is supply chain?

The supply chain is the end to end job of procurement to transportation, ware housing, distribution, accounting and reporting. The following are the key components of the supply chain:

- Procurement
- Transportation
- Ware Housing
- Distribution
- Accounting and Reporting

Large quantities of relief food and other basic items will mainly be needed in situations where famine or conflict has already resulted in massive population displacement or in areas cut-off for long periods by conflict. There may also be a need in areas where (for a variety of reasons) increasing numbers of people cannot afford to purchase food, but where population movement has not yet occurred. However, additional approaches involving market interventions, livestock purchase, or cash distribution are now also routinely considered, especially where a crisis has been anticipated and where operating agencies have extensive local knowledge and contacts. Bulk commodity transport for large populations is a major planning and management challenge. Operations of this type are extremely expensive and usually take several months to assemble. Highly experienced staff is needed. Nonetheless, bulk commodity logistics for refugees and displaced people have the potential to save more lives than almost any other relief activity.

Supply Chain Management

Supply chain logistics in emergency situations, the purpose of which is to "deliver the right supplies, in good condition and the quantities requested, in the right places and at the time they are needed". The links in this logistics chain are not necessarily sequential or linear; indeed, they are often carried out in parallel. However, they must not be considered as separate activities but integrally, due to their complex interrelationships. Although a general coordinator must keep track of all the threads, no one could expect a single individual to micromanage the entire process. Accordingly, someone should be responsible for procurement, transport, storage, and distribution, as outlined below.

Procurement

The purpose of the procurement process is to make sure that the organizations involved in relief management have the resources needed to meet identified needs. This in turn requires identifying the sources of those goods and services and the way in which they will be acquired. Transport is the means whereby supplies reach the places where they are needed. A transport strategy must not only take into account the means of transport but also the actual possibilities of getting supplies from point A to B, as well as alternatives for the prompt, safe delivery of relief assistance. Storage The purpose of storage is to protect the emergency supplies in an organized, Systematic fashion until they can be delivered to their ultimate recipients. It must also take into account reserve supplies, or stockpiles, for future or unforeseen needs.

Distribution

The chief goal of the logistics chain in relief operations is delivering aid to the people affected by a disaster, or at least to the organizations entrusted with managing emergency supplies, in a way that is proportional to existing needs, fair, and properly controlled to prevent abuses or waste.

Putting it all Together

It is important to underscore the fact that all of the above components are closely linked. The failure or ineffective functioning of any of the links in the chain will affect overall performance. For instance, if the transport of a load of supplies has been organized correctly, but upon arrival it turns out that no provisions were made for storage, the efficiency of the transport effort will have been to no avail. Alternatively, if there are enough resources to cover the needs of an affected area, but no transport to take them where they are needed, the success of the other efforts will be, for all practical purposes, moot, because they were not properly synchronized with the transport component. One missing link is all that is needed for the chain to break.

सत्र – 3

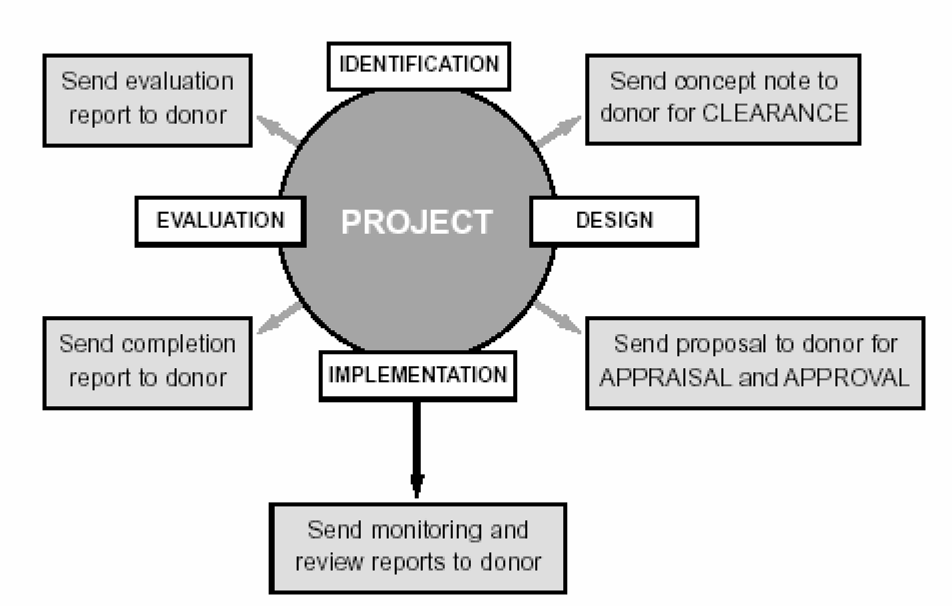
परियोजना प्रबन्धन फ्रेमवर्क

(Project Management Framework)

No project goes smoothly. Even very successful projects will have experienced problems along the way. It is important to reflect on these and learn from them in order to improve projects in the future. It is also important to share our learning with others, such as the community, local authorities, donors and other agencies. The way to share learning will vary, depending on whom it is being shared with. For example:

- hold a meeting to share learning with the community
- write a newspaper article to share learning with people in the local area
- write a case study of the project for a newsletter to share learning with other agencies
- present a paper at a conference.

The following cycle represents the important stages and phases of project cycle that are important during the project cycle management. It is evident that during every phase and step of the project cycle, there are reporting and documentations of the activities. Besides, there are evaluation and monitoring activities also in the cycle.



The diagram above shows how interaction with donors fits into the project cycle. Remember that the project cycle is our responsibility and not the donor's. The donor has its own project cycle, which our project cycle needs to fit into.

If we are using donor funding, we need to communicate with the donor throughout the life cycle of the project.

Log-frame as a tool for project management

The logical framework analysis is a compilation of all things of the project. The third component of the Logical Framework, that is Project Planning Matrix, is an excellent tool for managing the project. It has predefined indicators, means of verification and important assumptions for project goal, objectives, outputs and activities. This greatly helps in monitoring and evaluation of the project and checking whether the project is on track.

Proposal

A proposal is a written explanation of the project plans. It enables us to put all the information about the project into one document, including:

- the needs assessment
- the stakeholder analysis
- the research – social, technical, environmental, economic and political
- risk analysis
- more detail about the contents of the log frame.

A proposal should be written so that the organisation's staff leadership have full details about the project. It acts as a reference point during the project.

Donors will always require a full proposal if they like the concept note. They usually provide guidelines to outline what information they need. Standard requirements include identification of beneficiaries, problem analysis, objectives, risk assessment, monitoring and evaluation and sustainability. All proposals must be accompanied by a detailed budget. Most large donors will require a log frame with the proposal. Others might require a log frame if large sums of money are being asked for.

Once the proposal has been sent to the donor, they will appraise it to decide whether they are willing and able to fund the project. There might be quite a lot of interaction with them at this stage if they want clarification or changes. Hopefully they will decide to approve the project.

Model structure of a project

Following may be taken as a model structure of a project:

1. Background
2. Context analysis
    a. Situation analysis
    b. Problem analysis
    c. Problem statement
3. Objective analysis

4. Scope & Methodology
5. Strategy analysis
6. Project Planning Matrix
    a. Goal
    b. Objectives
    c. Activities
    d. Assumptions
7. Project Duration
    a. Gantt Chart (relating activity and time)
8. Resources & Budget
9. Project Team
10. Monitoring & Evaluation strategy